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THE SPECTATOR

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Darfur refugees speak on the Hill

by Bessie Taliaferro '10
News Writer

Two refugees from Darfur, Sudan, shared their stories and promoted activism on April 23 in the chapel. The STAND Against Genocide Club invited the two speakers, who are touring the country as part of the SaveDarfur's "Voices from Darfur" series. "It was terrifying, saddening, and inspirational," said Max Wall '10.

The crisis in Darfur began in 2003 when two rebel groups challenged Sudan's president, Omar al-Bashir. In response, the government armed local militias, which are known as the Janjaweed. They have demolished entire villages, destroyed food and water supplies, displaced over two million and murdered over 400,000 Darfurians. It is unknown how many people have been raped or tortured.

The presentation opened with an informational video, which described the crisis generally, through historical facts and figures, and personally, with graphic anecdotes and images. One survivor featured in the video revealed how he watched as the Janjaweed buried his father alive. "I was watching people's faces during the video," said STAND member Andrew Boddorf '10, "and you could see the shock of the whole situation kind of dawn upon them."

After the video, the first speaker Abu Asal Abu Asal spoke about his life in Darfur. Abu grew up in Western Darfur and attended the University of Khartoum's School of Veterinary Medicine. As a member of the Darfur Students Association, he was detained by the Sudanese government and beaten on several occasions. He was forced to flee from Sudan to Egypt because the government believed that a short story he wrote was too controversial. As a resident of Cairo, he worked for the Sudan Organization against Torture, the Middle East Refugee Legal Aid Project, and the Africa and Middle East Refugee Assistance. He moved to Massachusetts two and a half years ago.

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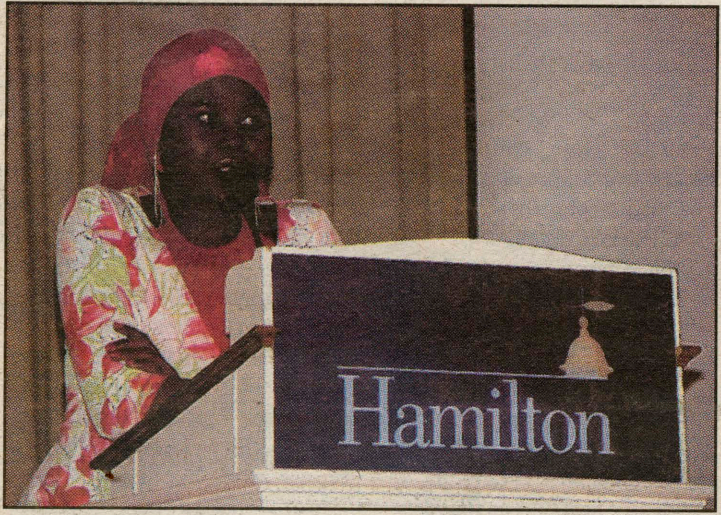

PHOTO BY CHRIS EATON '11

Marwa Abdalla spoke about ending genocide in Darfur.

PHOTO BY MELISSA BALDING '09

Campus favorite band Applewagon will open May Day.

May Day to feature Applewagon, Eve 6

by Hali Baumstein '11
News Writer

As spring has finally arrived on the Hill, Hamilton's annual May Day festivities are fast approaching. Jointly sponsored by the Campus Activities Board, WHCL, Student Activities, and Student Assembly, May Day 2008 will take place on Saturday, May 3 on Steuben Football Field. This year's roster boasts a variety of activities and a wide array of musical entertainment, all of which will be provided free of charge.

The festivities will begin at noon. Students will have the opportunity to jump on a giant moonbounce, compete in sumo wrestling matches, race through an "Adrenaline Rush" obstacle course, and try their luck at another activity called "The Joust."

At 12:30 p.m., the Hamilton-based band Applewagon will kick off the musical portion of the program. The group, which consists of Dave Moroney '09, Sander Doucette '09, Phil Tracy '09, Brett Morell '10, Mason Fried '10, and Andrew Ravenna '10, won the right to open May Day when they won this year's Battle of the Bands.

Apple Wagon will be followed by Filligar, which features Casey Gibson '09 as a member. Their song "Big Things" was recently featured on MTV's hit show "The Real World: Hollywood."

Next, the indie rock band Stroke 9 will take the stage. The group, known for their song "Little Black Backpack," has played music for movies like *EdTV* and *Jay and Silent Bob Strike Back*, and on television shows such as "Scrubs," "Malcolm in the Middle," and "The West Wing."

The last band to perform will be the headliner Eve 6. They are most famous for their hit single "Inside Out," which reached #1 on the U.S. Modern Rock chart. The band's self-titled debut reached platinum status, and their sophomore album "Horrorscope" went gold.

see *May Day*, page 2

Tuition raised 4.8 percent

by Kate Tummarello '11
Science & Technology Editor

Every year the cost of higher education rises at colleges and universities across the country. Hamilton is no exception, as next year an education from Hamilton will cost even more than it did this year.

For the 2007-2008 school year, the total cost of attending Hamilton on the 21-meal plan was approximately $46,210. Next year, this cost will rise to $48,410. This increase of over $2,000 will be used for a variety of projects at Hamilton.

Most of Hamilton's budget goes to pay the salaries of the people who work on campus, and these salaries increase each year. This group includes the people who run the language and computer labs, clean and fix the buildings on campus, and organize the many programs that Hamilton offers. Karen Leach, the Vice President of Administration and Finance explains the increase in salaries as a way to demonstrate the college's commitment to the employees "so that they can be committed to Hamilton students."

Increasing tuition makes the projects on campus possible. The Kirner Johnson addition and renovation is estimated to cost a total of $37 million. Even smaller projects are expensive, like the work underway on the Bristol building, which costs approximately $291,000. Other projects that are planned for the near future include installing an emergency

see *Tuition*, page 3

Browne, Li, Gaston-Enholm win SA Pres. Elections

by Kara Labs '09
News Writer

Over the past two weeks students representing each class have gathered 50 signatures and garnered support of their campaigns from their respective classes. Earlier this week each class voted and the results are in.

Winning the election for the senior class is Allison Gaston-Enholm '09, for the up and coming junior class, Wenxi Li '10, and Clare Browne '11 will lead the sophomore class. All the elected presidents are pleased to be able lead their classes, all for a second time around.

Elected Senior Class President Allison Gaston-Enholm '09 is currently studying abroad in Italy and could not be reached for comment, but has plans for next year. Remembering her time already spent as class president sophomore year, she states, "It has been a position that I have valued and enjoyed. I am impressed with what we have accomplished individually and collectively thus far. Undoubtedly we will continue to leave our mark during our final year on the hill."

Li '10 hopes to have another successful year as president saying, "I was the only candidate running, I am very happy to have been elected as president. This year I'm looking forward to really uniting the junior class and putting together events that everyone can enjoy."

Current Freshmen Class President Browne is happy to take the position of class president for a second year. "Thank you for your continued support! I will continue to work hard to make improvements for our class and for the entire Hamilton community. Please continue to voice your concerns and make suggestions as to how we can make Hamilton into an even more incredible school than it already is. I have thoroughly enjoyed representing

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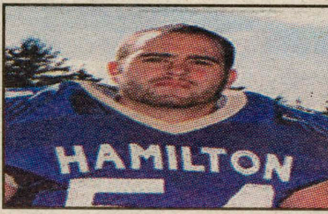
PAGE 23: HAMILTON SAILING TEAM



PAGE 18: THE MEATIEST THESPIAN YOU WILL EVER MEET

PAGE 24: HAMILTON HOSTS RUGBY NATIONALS

New Community Garden project well underway

by Kara Labs '09
News Writer

The Hamilton College Community Garden project is well underway. At 3 p.m. on Friday, April 25, the community can help with the garden's first planting. All are invited to help transplant approximately 50 flats from the science center greenhouse. According to Andrew Pape '10, "Things are really rolling along with the Community Garden. There's a great crew of students, faculty, and staff working in the greenhouse and out in the garden to get everything started."

The garden is located just behind the Ferguson parking lot on approximately a half-acre plot of land. A fence was recently installed around the garden to keep deer and other animals out. Over the past week Pape and Chris Sullivan '09, the garden coordinators, have tilled the garden and prepped the bed in time for the first planting. The first of the outdoor community workdays began last Friday with a rock harvest, which had a turnout of 15 people. "This land has a lot of clay and rocks in it, but I think we will be able to get it to produce good product," said Sullivan.

Once the garden is planted, Pape and Sullivan hope that it will have about 150 varieties of vegetables, herbs, and flowers. They have a contract with Bon Appetit for the fall of next year. Bon Appetit hopes to help with the harvest and feature produce from the garden in the dining halls.

The garden will mainly be taken care of by the immediate Hamilton community, but members of the Clinton, Utica, and other surrounding communities are encouraged to use the garden and help in its upkeep. Currently the coordinators are working with the office of Communications and Development to place advertisements in local newspapers to advertise individual plot space. This will operate on a first come, first serve basis, as there is only a limited number of individual plots available. For no cost, the individual can choose what items to plant and care for.

Over the summer Sullivan and Pape will stay on campus to manage the garden. "Cultivation of the garden is pretty much a full time job," said Pape. Students staying at Hamilton this summer to do research are encouraged to help with the upkeep of the garden as well as take care of an individual plot. According to Pape, "It will truly be a community garden with students, faculty, and staff who will be here over the summer working in and maintaining the garden."

The President's Discretionary Fund provided start-up costs and initial funding for the garden. It is the hope that in the future the garden will pay for itself. The garden project began in the late summer of 2007, when the coordinators sent an all-campus e-mail to gather community support for the project. After receiving funding, the project began in the science center greenhouse.

The garden is not only for the cultivation of food, but also will be used for academic purposes. Already the Biology department has scheduled future use of the garden for teaching purposes. The garden coordinators are open to any ideas the community may have for the garden. "The first and foremost reason in creating a community garden was to bring the community together and have some sort of communion with the land we live on," said Sullivan.

Instrumental in the success of this project so far has been Reuben Haag of Bon Appetit, Professor Peter Cannovo of the Government Department, and the many students and various members of the community who have worked on this project.

Anyone from the community who is interested in getting involved should email garden@hamilton.edu and watch for all campus emails about volunteer workdays.

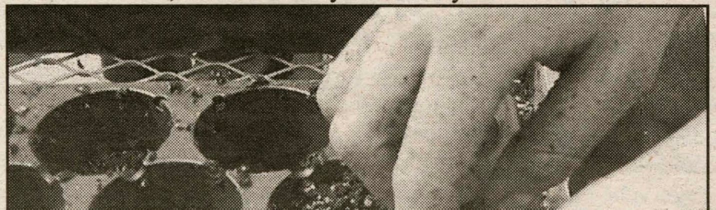


PHOTO COURTESY OF CHRIS SULLIVAN '09

A student plants seedlings in preparation for the new garden.

PHOTO COURTESY WIKIPEDIA.ORG

Women's studies 332 students will visit Mount Kilimanjaro, the highest peak in Africa.

Students travel to Tanzania

by Mallory Reed '10
News Editor

This summer, students enrolled in Women's Studies 332: Field Study Tanzania will embark on a 5-week trip to work with grassroots organizations in Tanzania. Led by Assistant Visiting Professor of Women's Studies Marla Jaksch, the group will co-create and participate in various collaborative service oriented field projects in the rural Masaai and Hadzabe lands, in the Arusha area, along the coast in Dar es Salaam communities, and with Swahili groups on the island of Zanibar. Said trip participant Kate Payne '10, "This field study is sure to be a colorful exploration of Tanzanians outside of the stereotypes of "tribe" or war-torn Africa."

Of the approximately 16 students headed for Tanzania, all are currently enrolled in women's studies 331: Seminar on Women's Movements and Grassroots Organizing: Tanzania. In preparation for the field study in Tanzania, this interdisciplinary course focuses on the social, economic, cultural, and political issues that influence and determine the women's movement and grassroots organizing in Tanzania. Students are exploring topics such as colonialism, globalization, neo-liberalism, gendered violence, HIV/AIDS, education, reproductive rights, feminist-centered interventions to eradicate poverty, and more. In addition, Tanzanian native Ngoda Manongi '08 is teaching a weekly class in basic Kiswahile.

Hamilton Students traveling to Tanzania represent a variety of class years, interests, and backgrounds. Jenney Stringer '08, a Women's Studies major, said she decided to participate in the seminar and field study "to expand my understanding of the issues women face in 'mal-developed' countries and to learn about the ways that Tanzanian people mobilize to challenge forms of oppression." As Stringer also helped to start a community garden in Utica with refugees living in low-income public housing and is an active member of ENGAGE, an NGO working to promote fair trade initiatives in Thailand, she is also "excited to learn about food production in Tanzania." Economics major Hend Abdallah '10 is "especially interested in microfinance and looks forward to collaborating with Tanzanian women to develop tools that aid in self-employment and increasing income." All students agreed with Caitlin Hellerer '10 who said, "My hope is that through this trip, I will form close bonds, learn more about myself, and learn about ways of life that are different from my own."

Students will bring their knowledge and experiences to Tanzania to work with various nongovernmental organizations and indigenous peoples. As a part of the seminar course, each student will prepare a project proposal of a program they will conduct in Tanzania. Individual projects will include dance workshops, HIV/AIDS awareness programs, beading workshops, and more. The group will also work in collaboration with Tanzanian organizations and individuals to build a traditional community center in Maasailand, develop a water catchment and filtration system in a Hadzabe community, host HIV/AIDS workshops, and establish microfinancing programs for Tanzanian women. Field study participants will also work with Tanzanian children at the United African Alliance Community Center, which is a non-profit community based NGO run by former Black Panther Party members, Charlotte and Peter O'Neal. Students already got to know Mrs. O'Neal when she visited Hamilton in early March.

According to Professor Jaksch, "We would greatly appreciate donations of funds and supplies for our community projects in Tanzania." Students are currently soliciting local business, community members, friends, and families for items such as clothing, school supplies, medical supplies, computers, books, movies, sheets, soccer equipment, and more. "Anything and everything is appreciated," said Jaksch.

On Thursday May 8, Women's Studies 332 will host their fundraiser, Empowerment Through the Arts in the Hamilton College Glen House. The night will feature East African food, a silent auction, live music, and a presentation of their proposed project. Tickets will go on sale soon. For more information or to make a donation, please email mjaksch@hamilton.edu or mjreed@hamilton.edu.

May Day headlined by Eve 6

*from **May Day**, page 1*

This year marks the first time that Hamilton students were able to choose the headliner band themselves, through an online vote. About 800 votes were cast, and Eve 6 won with a large majority.

The members of the Campus Activities Board collectively agree that they are "stoked" about the upcoming event. "We're really excited that it's in the center of campus and outdoors this year," said e-board member Will Gowen '11. "Ideally, there will be great weather, too."

With so many activities planned, May Day 2008 promises to be an exciting, fun-filled event where everyone on campus can get ready for summer.

PHOTO COURTESY MTV.COM

Eve 6 recently reunited after three years of not touring. The band is best known for their single "Inside Out."

Four senior students awarded Fulbright grants

by Lizzie Marris '10
News Writer

Marco Allodi '08, Victoria Schacht '08, Christopher Boveroux '08, and Danielle Sclafani '08, all candidates for May graduation from Hamilton, were awarded Fulbright grants for the 2008-2009 year. The prestigious Fulbright Program seeks to promote international understanding through educational exchange.

Allodi, a chemical physics major, received a Fulbright Grant to Dusseldorf, Germany where he will conduct research at the Institute for Physical Chemistry at the Heinreich-Heine University. He will be using laser spectroscopy to investigate the structure of carbon-based molecules called cartenoids. Germany was Allodi's preferred location to conduct his research because he said it is "the best place in Europe to do science right now." His well-rounded Hamilton education, he added, has prepared him to leave his comfort zone and submerse himself in a new country, culture, and language. Allodi is a member of the Tau Kappa Epsilon fraternity, the College Choir, and the Chemistry Beer Club. He takes saxophone lessons and has been an active volunteer with HAVOC.

An English major, Schacht has been awarded a Fulbright Teaching Assistantship to Indonesia where she will teach English to middle or high school students. Though she does not yet know where her exact location will be within the country, she is excited at the prospect of a completely new setting, "especially one with a year-round minimum temperature above seventy degrees," she said. Schacht plans to get involved with some of the many women's rights organizations in Indonesia, which is the largest Muslim-majority nation in the world. "I really want to experience how another culture deals with women's issues," she explained. At Hamilton, Schacht has been active in Students Against Violence, the Womyn's Center, and Project SHINE. She restarted Writer's Bloc in 2005, received an Emerson Research Grant in the summer of 2007, recently brought the Guerrilla Girls to campus, and is a teaching assistant for the English department.

Boveroux will also travel to Indonesia with a Teaching Assistantship. As a music and philosophy double major, he is interested in exchanging musical knowledge with the Indonesian people. Boveroux is a member of the Hamilton Choir, the College Hill Singers, and a barbershop quartet. He has served as the Wellin Hall Technical Manager and has held various teaching assistant positions. He was also a leader of the Hamilton Gamelan Ensemble, an instrument that originated in Indonesia. "I want to learn about the music from the people who created it," Boveroux said of his hopes to join an Indonesian gamelan society. He also plans to share, through use of guitar, harmonica, and voice, his Western musical experience with students.

Sclafari is a psychology major, and has been awarded a Teaching Assistantship to South Korea. She will teach English to middle or high school students in a small city or suburb and will live with a Korean family to immerse herself in the culture. "I want to get to know the students on a personal basis outside of class," Sclafari said of her goals for the program. While she is required to teach 20 hours of class per week, she plans to spend about 20 to 30 additional hours each week planning lessons, assisting teachers, tutoring students, and running extra-curricular activities for the children.

At Hamilton, Sclafari is a Writing Center tutor, a teaching assistant and researcher for the psychology department, and a volunteer with HAVOC and Alternative Spring Break. She also teaches English at the Oneida County Refugee Center as part of the Seminar in Teaching ESOL Students class. She said that her ESOL teaching experience combined with her study in Denmark last spring inspired her to pursue teaching English internationally. All of the Fulbright recipients are excited to engage in mutually beneficial cultural exchanges.

PHOTOS COURTESY OF ALLODI, SCHACHT, & BOVEROUX
Fulbright grant winners L-R: Marco Allodi '08, Victoria Schacht '08, Christopher Bover-

Darfur refugees explain how students can help

from Darfur, page 1

Initially, Abu spoke softly. Almost teary-eyed, he described how he has spoken at over fifty events but it never gets easier. He spoke about the value of education, which is hard to come by in Darfur, and youth activism, which he perceives is hard to come by in America. Some students were surprised that he did not include graphic descriptions of the genocide. "I think Hamilton students have to have a very vivid picture of the horrid events going on. But I was really happy to see people going and learning about what's going on," said Liz Kessler '10.

After Abu, Marwa Abdalla spoke briefly and genuinely. Currently a senior in high school, Marwa has lived Portland, Maine since 2004 and plans to attend college to become a nurse. She is still waiting for her mother and siblings to be granted asylum in the United States. Marwa spoke personally and urged students to be active in ending the genocide. "When she spoke, that's when I felt the desperate plea for help," said Emerson Sosa '10.

"Voices from Darfur" concluded with a question and answer session, during which Abu shared his knowledge with the audience. Audience members gave the speakers a standing ovation. "It was a chance to really hear it from someone who was in the horrific tragedy happening right now. You can have what's going on right in front of you and not in a video. It really makes you feel the reality," said Rafael Rosa '10. Similarly, Alden Masters '11 noted, "There was a real difference between reading about it and hearing it straight from a refugee. It's an emotional difference."

A few members of STAND ate at the Diner with Abu and Marwa after the event. Conversation was light and lively as Marwa taught a few Arabic catchphrases, and Abu reminisced about his college experiences when he lived with seven roommates. STAND plans to keep in touch with both Abu and Marwa through e-mail.

Jeff Escalante '11, the President and Founder of STAND Against Genocide, was very pleased with the event. "We were hoping a few prominent faculty members would go, but I was really happy with how it turned out. I hope people learned a lot from it and will actually do something to help," he said. Through selling t-shirts, STAND has raised over $500 to support the charity, "Save the Children." STAND meets every Monday at 7 in ELS.

2008-2009 tuition up to $48,410

from Tuition, page 1

call box near the Minor Residence Hall, upgrading the floor in the Alumni Gym basement, and caulking the limestone panels on the Burke Library exterior.

The rising costs of these projects can partly be attributed to the rising cost of supplies such as steel, copper, and even electricity. According to Associate Vice President for Facilities and Planning Steve Bellona, "everything we do is related to what the economy is doing."

Even though tuition is increasing, less than half of the student body will pay the entire 48,410 dollars next year, which makes Hamilton "a far more affordable experience than people think," said Director of Financial Aid Matt Malatesta. Although 'some students might be discouraged by the "sticker shock" of Hamilton tuition, resources at Hamilton make it possible for many students to attend without paying the full cost. This year's average financial aid package was just above $29,000 per student receiving aid. The total amount of financial aid for next year will be about $23 million. Malatesta said that Hamilton is "lucky to be one of the schools to have the resources to meet full need."

Many other schools of Hamilton's size and caliber can also give full financial aid to students in need. Colgate University meets 100 percent of their students' determined need-based aid, with an average financial aid package of $34,274 out of the $49,170 tuition. Williams College also meets all of their students' determined need-based aid, with an average financial aid package of $35,625 out of the $47,530 cost of attendance.

Part of the reason Hamilton can raise its tuition is because these other schools raise their tuitions. With applicant pools getting larger and more qualified, the demand for an education from a school like Hamilton is increasing. To stay competitive, Hamilton has to provide high quality faculty and facilities to attract prospective students. This leaves students like Kira Desjardins '10 wondering, "How much more expensive can Hamilton get?"

2008 S.A. Class Presidents

from President, page 1

our class these past two semesters and am looking forward to continuing to represent our class in the coming school year," concluded Browne.

Next week student assembly will hold class representative elections for the 2008-2009 academic year. The elections will be done online just as the president elections were this past week. Watch your e-mail for the opportunity to choose your class representatives for the upcoming year.

PHOTOS COURTESY CLASS PRESIDENTS
New Class Presidents L-R: Clare Browne '11, Wenxi Li '10, and Allison Gaston-Enholm '09.

SJI CEC proposal receives attention atop Hill

by Martin Connor '09
Editor-in-Chief

with assistance in reporting by Elijah LaChance '10
Science and Technology Editor
and BessieTaliaferro '10
News Writer

On February 20 of this year, the Social Justice Initiative (SJI) unveiled a proposal for a Cultural Education Center (CEC) at Hamilton College. The SJI is a student organization founded earlier this academic year to help provide a forum for the discussion of issues of race and diversity on the Hill and to further collaboration among multicultural groups on campus. The proposal was openly presented at the SJI's biweekly Wednesday Coffee Hour in ELS and was sent to Hamilton faculty and administrators. Since its initial unveiling the proposal has created rippling response among all sectors of the Hamilton community and an array of opinions has surfaced.

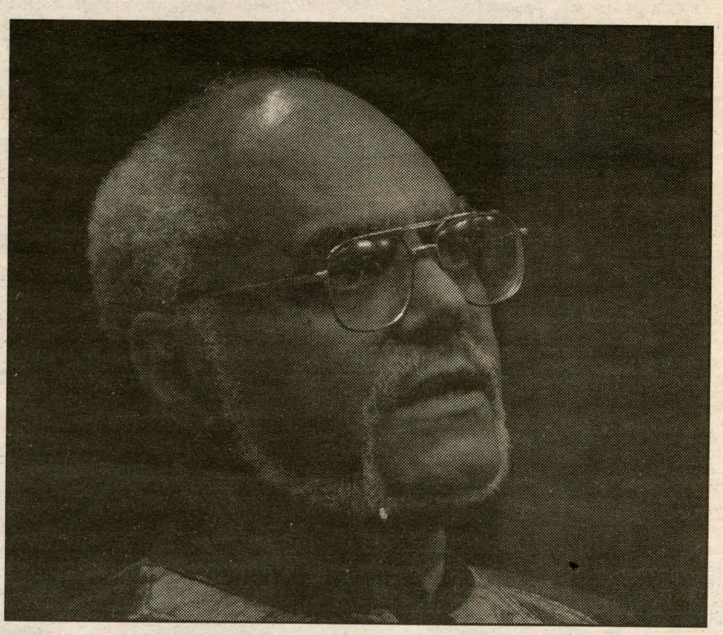
The CEC proposal claims, "If Hamilton wants to become a truly inclusive campus and empower students from traditionally marginalized groups, it must establish a cultural center." The proposal asks that the college build the center, which would be given its own building, within ten years and name it after civil rights activist Bob Moses '56. The proposal also includes a vision for the center that includes a first floor foyer for conversation and study, a library, a computer room, a lecture and banquet hall, a kitchen, offices for various multicultural organizations, a room outfitted with a television and pool table, a conference room, and an Office for a Director of Multicultural affairs, a position that would be created in conjunction with the center.

Over the past two months the proposal has circulated among students, faculty and administrators, revealing a general consensus that issues of culture, race, and diversity must be addressed at Hamilton, but several differences of opinion about the most productive manner in which to do so.

"I support the proposal because I think it fulfills a need at Hamilton, and would benefit all students," said Kye Lippold '10. "There are already subcultures of differing identity groups on campus, so providing a space for those groups would not meaningfully segregate them further. Rather, it would make it easier for students interested in reaching across barriers to do so by providing a clear space for such integration to occur."

Laura Wright '10 agreed but felt certain aspects of the proposed center require further examination. "I think it's a pretty good idea," said Wright. "It's definitely important that we have representation on campus of multicultural [students and organizations]. But it seems like it's being treated as a panacea. What's incredibly important about the center is that it seems like not a really inclusive place. It would be important to make sure people that are not minorities don't feel excluded but I don't know if a multicultural center is capable of that."

Reva Narula '10, chair of the Student Assembly Diversity and Accessibility Committee, shared similar concerns about addressing diversity and cultural issues, but expressed clear reservations about the utility of the proposed CEC. "I think we should have a building, like a student union, that celebrates our commonalities, not our differences," said Narula. "I understand that people are uncomfortable on this campus, but this problem is so delicate and so important that any step that we take towards correcting it should be done in the most comprehensive and efficient way that we can."



The SJI proposal requests that the CEC be named after Robert Moses '56, a prominent civil rights leader.

In light of concerns about the CEC's potential effectiveness in facilitating integration and understanding, proponents have been quick to point out that the center would be more than simply a building. Corinne Bancroft '10 explained that the true livelihood of the CEC would lie in its programming and the resources it offers. The building itself would simply be "a physical space that facilitates these [goals]."

Although the CEC proposal was unveiled amidst several other large-scale renovation and construction projects currently in the planning stages, the administration has been more than receptive. Aside from meeting personally with the students who drafted the proposal, the administration arranged for these students to attend a Hamilton Board of Trustees committee meeting during Trustee Weekend this March. The students were able to explain their proposal and to share with trustees some of the personal experiences that led them to believe that the CEC is a necessary addition to the Hamilton campus.

Assistant Dean of Students for Campus Life Lisa Magnarelli '96 attended the trustee committee meeting. "They really gave some very thoughtful reasoning for why it would be important to the campus," said Magnarelli. "If [the CEC] is what is necessary to make students on campus comfortable and acclimated then I think we need to explore that option. I certainly think the proposal should be further discussed."

Dean of Faculty Joe Urgo was also quick to recognize the importance of the issue the SJI is trying to tackle, which is certainly one of relevance to faculty and students alike. Urgo pointed out that there are currently a "number of parallel safe zones on campus" such as the Womyn's center. Though Urgo explained that no definitive decisions can be made about the future of the CEC at this time, its potential to help in "the struggle between assimilation and maintaining identity" on the Hill cannot be dismissed.

President Joan Stewart, who has previously taken initiative to open conversation between the Hamilton community and administration about diversity issues, expressed a strong desire to continue discussion about the CEC and the issues the proposal represents. "We've had conversations with the people who proposed this center, and arranged for the students who are interested in the center to meet with the trustees," said Stewart. "We're absolutely committed to making this college as supportive as it possibly can be for every single individual here, though the best way to do so is not yet clear to me."

Although the College has taken no definitive position on the center, they have worked hard to ensure that the concerns of the students behind it are heard and addressed. A project of so large a scale as the CEC takes years to come to fruition, as is evinced by the plans for new arts facilities that have been under discussion for decades. All parties, however, are openly committed to tackling the issues that the proposal highlights regardless of any direct pledge to realize the CEC proposal.

PHOTO BY LAUREN MOON '09

Students discuss multicultural and diversity issues at one of SJI's biweekly Wednesday Coffee Hours in ELS.

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Contact mjreed or erosenbe *immediately* to reserve your spot.

THE SPECTATOR

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THE SPECTATOR

The CEC: Diversion or Panacea?

Since the SJI's inception last semester they have tackled diversity and multicultural issues at Hamilton with loud voices and steadfast perseverance. Nothing changed with their proposal for a Cultural Education Center to top the Hill, except perhaps the number of people willing to listen to their message and demonstrate support for their initiative, whether or not they agree with the proposal, simply by accepting the challenge to engage in discourse about the proposal and the issues of which it is a result.

The two months since the proposal first surfaced have seen a plethora of back and forth and point-by-point debates about the CEC among the student body. Ironically enough, however, no one has argued against or even questioned the existence of the issues the CEC would seek to address. So does the bickering over the CEC proposal demonstrate a commitment to address the issues at the heart of the CEC or a tendency to avoid those issues in favor of debate over a more impersonal solution?

Some of you may be wondering what I mean by the question above. Let me share a bit of personal experience with you about diversity, multiculturalism and thriving among peers that are different from you in ways that you have not yet encountered. Now before you scoff at taking diversity advice from a white guy, I implore you to read a bit further. In the process of writing the article on the CEC proposal that appears on the previous page, I learned that I shared more than I knew with Robert Moses '56, the man whose name the proposal asks that the CEC bear. Both Mr. Moses and I have had the very great pleasure of being Hamilton students and both Mr. Moses and I graduated from Stuyvesant High School in NYC, one of NYC's top three specialized public high schools, prior to attending Hamilton. Although by racial classification he was a minority on the Hill during his time here and I am not, we both shared that reality in high school. During Mr. Moses' tenure at Stuyvesant he was one of only a few non-white not-Jewish students. Although the demographics changed drastically in the 51 years between his high school career and mine, when I walked into Stuyvesant for my first day of high school I too was a minority. Of the other 3,200 students alongside whom I entered school that day over 60 percent were Asian, roughly 5 percent were African American, about 5 percent were Hispanic, and also present were a countless number of other students hailing from a countless number of other cultural and racial heritages. And I was just a white Irish guy from Brooklyn. Hell, I couldn't even speak two languages. So what did I do? I started making friends. As frightened and nervous as I was, I bit my lip and started introducing myself… and it worked. By the end of the first day I counted many new faces among my friends, though only a few of those faces were white.

So what does this have to do with Hamilton (and why have I still not explained the question that I promised to address in the last paragraph)? It is clear to both proponents and opponents of the CEC that the issues it seeks to address are very real and very evident in our daily lives here at Hamilton. One of the most commonly cited reasons for the construction of the CEC is to provide a "safe zone" for students of minority races and cultures that will also help foster integration and understanding across the whole of campus. Now lets examine another minority group: the disabled. Times have changed since 1976 when a Kirkland student paralyzed in an automobile accident was told she could not return to school because she could not be accommodated. Now it is firmly believed to be necessary to provide for the needs of all students on the Hill. So did Hamilton build a separate building for the disabled with the necessary facilities to accommodate them, or did it build ramps on all the buildings to ensure that no place was closed off to a student because of a disability? The latter of course! (Well maybe not on *all* the buildings, but definitely the important ones).

In a similar vein, do we ensure that students of every culture and ethnicity are welcome at Hamilton by constructing a building in which they feel welcome, or by building a "ramp" to every building on campus? Let me be clear: I am not saying that the CEC would not be a worthwhile undertaking. With proper programming and resources, it could very well be just the base Hamilton needs from which to promote integration and appreciation for those who are different from you. I am, however, saying that this cannot be accomplished solely through the construction of a CEC. We must build "ramps" as well. Unfortunately there is no tangible "ramp" that can be built on every building to solve this problem. The "ramp" can only exist in the actions and outlooks of the individuals who occupy a given building.

Now to return to the question posed above: does the bickering over the CEC proposal demonstrate a commitment to address the issues at the heart of the CEC or a tendency to avoid those issues in favor of debate over a more impersonal solution?

The answer is both. It is clear that every member of the Hamilton community who has taken an active role in the discussion of the CEC cares deeply about the issues at hand, and their resolution. It is also clear that a building alone cannot possibly solve these problems. It could certainly help, but only if the community endows it with the proper resources and only if the individuals in this community utilize those resources.

But the heart of the issue that the CEC would attempt to address lies in the interactions of the *individuals* on this campus. This campus will only truly be whole once the individuals in this community make the effort to know and appreciate the other individuals here. This is more than a minority/diversity/multicultural issue. This is an issue of human interaction on a fundamental level. I guarantee you that no student on this campus feels perfectly at ease when entering Commons and finding themselves surrounded simply by faces and not friends. Until a human can match a face with the person behind it, they will not perceive that face as a wealth of human experience and knowledge from which much can be learned and to which much can be added. Furthermore the responsibility of taking this interpersonal initiative should lie evenly on every individual in this community, not simply those who are most aware of the problem.

I will maintain firmly that resolution of these issues relies on the actions of the individuals here. I do not, however, believe that this effort should not be a concerted one. It should. Strong leadership is required. The efforts that the SJI has made over the past year are more than admirable. They cannot, however, be fully responsible for leading the march. A coordinated effort to effect change in the Hamilton community must be aided by every sector of the community.

Though the administration has been receptive to the SJI's proposal, and has even gone so far as to arrange a meeting between those students who proposed the CEC and Hamilton trustees, they have fallen far short of what is necessary. Fear that decisive action in one direction or another may be deemed insensitive has the left the administration, the one sector of this community truly endowed with the resources and means to change Hamilton, in poor form as far as leadership goes. I think it is respectable that members of the administration have the good sense to know that they can never truly understand the issues that students of minority culture or ethnicity face on the Hill, but this is not an excuse for offering poor leadership and no solutions. Nor are ambigious words a proper subsitute for good ideas. You don't need to be starving to fight world hunger, nor do you need to be a minority to lead the fight against segregation.

But how do you ensure that every individual here remembers daily the true purpose of Hamilton's diverse student body: the opportunity to learn from, share experiences with, and better understand your fellow human beings (and hopefully yourself as well)? I think everyone here must contribute to that in his or her own way. Most likely nothing direct will ever come of the proposal. Eventually it will count only as one more shove in the right direction, one more reason for the administration and trustees, or anyone else who plays a hand in the governance of this institution, to consider integration and diversity more carefully in executing their duties. That is why our community cannot become too far ensnared in the discussion of a CEC to let tangible progress elude us. Whether you remember to talk to someone on the Hill you have never spoken to and truly give yourself a chance to see who they are, or you help run the organizations that facilitate such outreach, its up to you. Whoever you may be, it starts with you.

by Marty Connor '09
Editor-in-Chief

2008 - 2009 Student Assemby Canidacy Platforms for the Class of 2009

Class Treasurer

Tom Gillespie (2009)
As the current treasurer of the class of 2009 I have proven myself to be an important and effective member of our class delegation. I want to be the class of 2009 treasurer because I want to make our senior year memorable. I am approachable and easy to talk to, listening to your concerns and needs is my job and I take it very seriously. Vote for me, Tom Gillespie, as your class of 2009 treasurer and I promise to make our senior year at Hamilton one that will never be forgotten.

Siege Santiago (2009)
If elected to the position of 2009 SA Treasurer I would be better equipped to serve groups on campus who are underrepresented such as ethnic minorities, just as well as I would serve the Greater Hamilton College community. I possess strong organizational and clerical skills which are essential for this position.
Additionally, I am a people-person. I have found that most people are actually quite reasonable and overwhelmingly tend to gravitate towards compromise. If elected, I will make informed decisions, minimize conflicts between student groups and SA over funding through unified discussion, and promote improved funding proposals from student groups.

Class Representatives

Mariana Vinacur (2009)
As class representative I hope to continue to work, along with my classmates, to improve the communication, not only within our class, but the entire student body and administration. Essentially, I would like to help with any problems or concerns that may arise among my peers.
I am running to represent the class of '09 in order to maximize our efforts and achieve our full potential as a class. We are a community that is receptive to new ideas; therefore I would appreciate the opportunity to bring your ideas to fulfillment.

Amelia Barry (2009)
I have been serving the Class of 2009 as a Representative since our freshman year. While on Student Assembly, I have sold class clothing, hosted class events, served on the Foods Committee, Social Traditions Committee, and been in charge of the Student Interest Committee. I have also worked with the Assembly to get course syllabi online. Next year, I hope to establish McEwen breakfast on weekends. I have also served on the Trustee Committee this year that deals with diversity on this campus. If elected again, I will continue to serve our class until we graduate in May next year.

Stuart Lombardi (2009)
Right now I'm abroad in Sweden (yes, it's awesome), but I'm eager to come back to Hamilton and help shape an incredible senior year for us. After three semesters as Class President and two as SA President, I'd like to serve our class as a Representative. I offer you the very same experience, leadership, and devotion I've given you over the past three years. I can't wait to help plan an unforgettable Senior Week and continue to vigorously represent your interests on the Student Assembly. To do that, I need your vote. As always, feel free to e-mail me: slombard@hamilton.edu.

Catie Gibbons (2009)
I am interested in running for the position of Class Representative because I really enjoyed my time on Student Assembly this past semester and I would love to continue to work for my classmates. I love being involved on campus and I want to make Hamilton better for my classmates and I during my time here. I am approachable and easy to talk to, and am also confident in my ability to make changes on campus, so I feel that I would continue to do a good job on Student Assembly. Please consider me again for this position!

Emily Smith (2009)
Looking back on the past three years, the Class of 2009 has accomplished much. Senior year is our last chance to create the change we wish to see on the Hill as well as a wonderful opportunity to celebrate our many past successes. From working with the career center to help seniors take their next steps to helping plan a memorable senior week, I plan to make this year both beneficial and celebratory. We have come a long way in these three short years and lets make this year as successful and memorable as the last years.

Honor Court

Kasey Miller (2009)
My name is Kasey Miller and I am running for a seat in the **Error! Contact not defined.** Honor Court. I have previously served as a member of the honor court from 2006-2007. I was a diligent member who upheld the values and beliefs of the honor court. I would like to be elected to serve as a member again for my senior year because I feel that I will represent my class well and be able to make fair and unbiased decisions regarding the cases brought to the honor court.

Allie Shpall (2009)
As your honor court representative since sophomore year, I have gained a deep appreciation for both the honor court and the honor code. From serving on the court, I have learned how to properly deal with violations and the importance of upholding the honor code. The honor code is essential to the academic integrity of the school. I am not afraid to face offenders of the honor code and I understand that as a member of the honor court, I am responsible for penalizing academic dishonesty.
I know that my knowledge and experience would be beneficial to the honor court.

Avery Rizio (2009)
Morality and conscientious citizenship, whether on an individual or community level, are not givens – you have to strive for them. I am committed not only to working towards a better understanding of these values, but also to actively pursuing their realization throughout the Hamilton campus. With responsibility, confidence, and integrity, I will enthusiastically contribute to the way in which the Honor Court puts the notions of ethics and fairness into action. As an Honor Court member, I will analyze each situation carefully and equitably, while steadfastly holding the members of the Hamilton College community to the highest standard possible.

Judicial Board

Stephanie Ryder (2009)
It has been my pleasure to represent the class of 2009 on the Judicial board during the 06-08 academic year. I would consider it an honor to be re-elected to represent my class once more next year. My participation on the board this year has perpetuated my interests in a career in law, and more importantly, my interests in serving my peers. If re-elected I promise to serve with the principles I believe most important when weighing radical disciplinary actions: safety of our community, honesty, and protection of our student body.

Blake Hulnick (2009)
As a candidate for the Hamilton College Judicial Board, I wish to make it clear that I am far more than just the innovating force behind adding, "respectfully submitted" to the Student Assembly minutes beginning last year. I am also an active member of the campus community, a Mock Trial Team member, and a former employee of the Brooklyn Prosecutor's office, whose cases rival even the worst affronts to justice here at Hamilton. If elected, I give my absolute assurance that I will consider every case without prejudice or bias, and always with the good of the College in mind.

Katharine Eckman (2009)
"As members of the Hamilton Community I believe that we are all obligated to take part in establishing an environment that promotes personal growth and celebrates learning. In order for this noble goal to be accomplished, students must be held responsible for any action that violates the creation of such an atmosphere. The Judicial Board is a unique way of allowing students to be involved in the shaping of their own lives while in college. I am responsible, organized, and dedicated to making Hamilton College a safer and better place and would make an excellent Judicial Board Representative."

2008 - 2009 Student Assemby Canidacy Platforms for the Class of 2010

Class Treasurer

Lauren Tom (2010)
Dear Classmates, I ask you to again vote for Lauren Tom as Class of 2010 Secretary Treasurer. I have enjoyed representing your interests, voicing your concerns, and allocating funds through Student Assembly the past two years. I would be honored to continue doing so next year. My efficiency, organization, and continued commitment to doing my best in Student Assembly qualify me for this position. Place responsibility in the hands of someone who has experience and someone you can trust - vote Lauren Tom.

Class Representatives

Andrew Boddorff (2010)
My name is Andrew Boddorff and I want to be your representative for the upcoming academic year. I have served on Student Assembly for the past two years and wish to continue serving our class. My main goal for this upcoming year is to host more events in order to continue to solidify 2010's unity. Along with this, I always will have an open ear for concerns and complaints concerning the way our campus and school are run. Please consider me to represent you!

Madeline Caudle (2010)
I have had the privilege to serve as your representative this past semester and I wish to continue working to uphold your interests. This coming year, I plan to work on improving communication between you and our class representatives. This will be accomplished through more online surveys and having a weekly open hour in Opus to address your concerns. When your opinions are heard changes can be made. As your class representative, I will make the changes you want happen. Thanks for your consideration.

Jae Kim (2010)
As co-cultural chair of the Asian Cultural Society, I have learned one valuable lesson: nothing is over until the moment I stop trying. I choose to run for Class Representative because my past experience can help build a better Student Assembly; an Assembly that is more effective, more diverse, more caring, and that provides more equal opportunity to students. This year I invited a senator and Korean Traditional Dancers to campus. I successfully led events because I have the courage to overcome setbacks and passion to change the club and Hamilton. I can help make the Student Assembly more effective

Michael London (2010)
As a rising junior I have spent the last two years enjoying my time at Hamilton, and as a representative for our class I hope to improve the college so that the next two years are just as fun. The position of class representative requires someone who is dedicated, interested in both solving problems and coming up with ideas to better the community, and as a candidate I posses those qualities. I will work hard to find ways to improve campus life while preserving the traditions that make Hamilton what it is.

Kye Lippold (2010)
Hamilton should continue to strive for the best. I support the following policies:
1. More campus involvement. While a serving on a Strategic Planning Subcommittee this year, I've found students often have trouble taking part in institutional matters because they are busy or don't know inside information. I would work to make deliberations of Student Assembly more transparent, and would frequently ask for input from the student body.
2. Respect for diversity by ensuring opportunities at Hamilton are equally open to all.
3. A free environment with student independence in curricular decisions and student life.
Thanks for your support.

Honor Court

Andrew Rogan (2010)
We often see athletes, corporate managers, and politicians jeopardize their own honor, and potentially that of their league, industry, or political party. From Andrew Fastow (former CFO of Enron) to President Mugabe, we regularly question leaders' honor and integrity. Similar questioning exists at Hamilton and it is important to uphold the honor of our system. In high school, I co-led the Senior Disciplinary Council (all seniors) and attended the Faculty Disciplinary Committee (faculty, 2 seniors). From my experience, I understand the honor and judicial systems involved in being an Honor Court Representative and can voice my opinion from day one.

Judicial Board

Kye Lippold (2010)
We all make mistakes in college; mistakes are a part of learning. As a Judicial Board Representative, I would ensure that college judicial procedures recognize students' mistakes and deal with violations fairly.
I take my own responsibilities as a member of the college community seriously, and I have experience dealing with ethical dilemmas while working on the Strategic Planning Subcommittee for Ethics and Academic Freedom. I have committed to realizing justice at Hamilton by working with the Social Justice Initiative, the Equity Scorecard, and writing on political issues in the Spectator. If elected, I would practice these ideals of inclusiveness.

Will Leubsdorf (2010)
Justice: I'm in favor of it. As a member of the Judicial Board, I would ensure that every student that comes before it receives their just due. I promise that I review each case judiciously and with great care, ensuring fairness while at the same time enforcing accountability. I would be a responsible voice for students, making sure that everyone is dealt with in a consistent manner. Fairness, consistency, responsibility, judiciousness; what more could you ask of a Judicial Board candidate? Vote for Justice: vote for Will Leubsdorf.

Appeals Board

Billy Ford
America is facing a crisis of honor which is attributed to our unwavering and ignorant apathy towards issues of honor that has enabled and perpetuated these actions from the board room to the classroom. We must acknowledge that acts of lying, cheating and stealing are not passive acts which influence only the perpetrator, but that they have far-reaching impacts throughout the community.
Having served on my high school honor court for four years and the Hamilton College honor court for one, I believe I have the necessary experience to serve as an effective appeals board member.

2008 - 2009 Student Assemby Canidacy Platforms for the Class of 2011

Class Treasurer

Jake Lacy (2011)
Class of 2011:
I am running for reelection for Secretary Treasurer. Last semester I was appointed by the Student Assembly to the position of Secretary Treasurer, and I would like to continue to serve in that capacity. I feel that I have faithfully performed my duties, both as a member of the Funding Committee, where I was responsible for appropriating money for student organizations, and within our class delegation. I believe that I am well qualified to hold this office again, because I am organized, responsible, experienced, and knowledgeable about the financial workings of the Student Assembly.
Sincerely,
Jake Lacy

Class Representatives

Jeff Escalante (2011)
Hey this is Jeff Escalante, some may know me as Jeb Escalator. I hope that you guys will re-elect me for next term – I have *loved* serving on student assembly, and I promise to continue to be open to suggestions from anyone, all the time, and serve the class in any and every way possible. After having served as representative for a semester, and making my own club (STAND) on campus, I've learned how to get around administration very quickly and efficiently and get you what you guys need. I hope you enjoy my new posters too ;)

Amy Goldstein (2011)
I am a January Admit student that was fortunate enough to serve on the Student Assembly since I have been on campus. I hope to represent the Class of 2011 again my sophomore year. It is my goal to improve the day-to-day quality of student life on campus—everything from food requests to faculty-student relations. I will actively seek the opinions and wishes for change on campus and work to make Hamilton College a better place than it already is. Vote for me, Amy Goldstein, for your Sophomore Class Representative.

Keith Willner (2011)
Hello Class of 2011,
I'm Keith Willner and I want to be your representative. As your class representative last year, many of you approached me about making this school a better place to live, and I hope many more of you will have the opportunity in the coming year. My fellow representatives and I have tried to promote class unity. If elected, I will continue in this endeavor, as well as strive to improve quality of living by working on improving drainage and bringing weekend breakfast to McEwen Hall.
Thank you for your support.
Yours Truly,
Keith Willner

Edwin Gaston (2011)
I have had an amazing time getting to serve on Student Assembly whilst acting as a channel for you concerns. I am running for re-election just for that simple fact.
I want to continue to be an accessible outlet for your questions, concerns and opinions on how to improve Hamilton's campus. As I shown this past semester that I can be extremely reliable by making sure that your concerns not only get to the right committees but by also making sure to give you an update as soon as possible. Which is what I will continue to do if re-elected.

Jacob Kleinrock (2011)
Dear Classmates,
As one of your Student Representatives, my goals would be twofold: to accurately represent the class in the Student Assembly and other committees, and to improve campus life for the rising sophomore class. It is time for our class to come together as one, with unifying events such as concerts and socials directed solely toward our class. These are just a few of my ideas, and if elected I promise to never stop working to make the rest of your college experience as successful as possible.
With warm regards,
Jacob Kleinrock

Caitlyn Williams (2011)
Freshman year was filled with endless possibilities, and new experiences. As a Freshman Representative, I've been a part of bringing change to Hamilton. I've worked to fulfill all of your needs whether they include a wish for small reminders of home in Commons or health center availability on Saturdays. I'm determined, however, to make our sophomore year even better by working my absolute hardest to make sure that all of your needs are heard and met no matter what. I really hope to be re-elected to represent the sophomore class and have an absolutely unbelievable year together while doing it.

Honor Court

Zach Gillan (2011)
Hello, my name is Zach Gillan and I am running for the position of Honor Court Representative. In everyday life I strive to be as practical and fair as possible, and I think this job requires just that. I have a good head on my shoulders and do not aspire for lofty ideals. If you elect me expect to have a person who will be straight and blunt with you about whatever issue is at hand. Please vote for Zach Gillan as Honor Court Representative!

Holly Donaldson (2011)
Far before any of us arrived on campus we pledged to uphold and abide by the sentiments and guidelines set forth in the Honor Code. Although individuals within our community participate in different activities and focus in different academic departments, one of the common threads in each experience is the academic integrity sprouting from our honor code. In an academic community, we value collaboration, however acknowledging a peer, as an element of our own academic achievement, remains vital. In high school I served on the honor court, and our investigations extended also to dishonesty outside of the classroom.
Thank You

Kelsey Mellette (2011)
My name is Kelsey Mellette and I would like to represent the sophomore class as an Honor Court representative because I believe in the importance of honor in the Hamilton community. I promise to defend Hamilton's standards of academic integrity to the best of my ability. As a member of my high school's Honor Council, I have the experience needed to make firm and unbiased judgments about honor violations. I am fair and trustworthy, and I promise not only to uphold the Honor Code, but to also make sure that every student is justly represented. Please vote for me!

Judicial Board

Alex Singh (2011)
Hi, my name is Alex Singh, and I'm running for Judicial Board Representative. You should vote me as your representative because I'm the best candidate to represent you on the Judicial Board. I am able to listen to facts, analyze situations without bias, and would be a great addition to the Board. I am an involved student at Hamilton, playing on the Volleyball and Basketball teams, and as such understand students' academic and social needs on campus. My personality, character and drive make me the ideal candidate to represent you in the Judicial Board! Vote for ALEX SINGH!

Brain Mitzoguchi (2011)
I would like to be on the Judicial Board. We Hamilton students should have a lot of fun and try new things, and this occasionally leads to acting outside the rules. I promise to be considerate and fair when a student gets into trouble, but to be unwavering in enforcing the rules in situations where a student is a detriment or danger to the College or its students. As a member of the Judicial Board, I would be reasonable and responsible, judge each case respectfully, understandingly, and impartially, and perform all duties seriously and conscientiously. Thank you.

Joe Buicko (2011)
My name is Joe Buicko and I would like to be our class Judicial Board representative. I believe that I am well qualified for the position. This past year I served as our class Honor Court representative, which gave me the experience I needed to know how to deal with serious issues regarding students I go to school with, play sports with, and possibly live with. If elected to J-Board I will make sure that for every case brought to me the truth is sought to the fullest extent and that everyone receive a fair and just retribution if necessary.

Michelle Franco (2011)
As the current treasurer of the class of 2009 I have proven myself to be an important and effective member of our class delegation. I want to be the class of 2009 treasurer because I want to make our senior year memorable. I am approachable and easy to talk to, listening to your concerns and needs is my job and I take it very seriously. Vote for me, Tom Gillespie, as your class of 2009 treasurer and I promise to make our senior year at Hamilton one that will never be forgotten.

Nick Perry (2011)
I've never been in the position where my actions have come under scrutiny for my misbehavior. However, if I ever found myself in such a situation I would hope that there would be someone like myself sitting on the Judicial Board. The reason I say this, is because I feel that I have always been a fair person who doesn't make up his mind until knowing all the facts. Situations often have two sides and multiple nuances that need to be examined and taken into account. If elected I would take my duties extremely seriously keeping fairness in mind at

Stephanie Miguel (2011)
I am a strong supporter of the Judicial Board, a system that allows individuals accused of abusing their rights and privileges to express their point of view and the reasons that motivated their actions. The Strength of this system however, lies in the fact that it represents the interests of a majority composed of student who value the supportive, respectful and collegial atmosphere that makes Hamilton College so distinctive. I would be honored to serve as a member of the Judicial Board and would represent the interests of my fellow students with integrity , enthusiasm and fairness.

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Each Item.......$1.50

Super Pie...$16.00
Each Item...$2.00

Slice.............$1.25
Each Item........$.25
*Items: pepperoni, sausage, meatballs, bacon, ham, mushrooms, onions, peppers, eggplant, hot peppers, pineapple, olives, spinach, broccoli

Chicken Wing Pizza
Small.....$9.00
Large...$14.50
Super...$22.50

Calzones........$6.50
(Includes 2 items)
Each Additional
Item............. $.75

Appetizers
Chicken
Tenders....$5.95
Mozzarella
Sticks...$4.95
French Fries.........$2.25
Garlic Bread.........$1.50
Fried Dough..........$2.25

Dinner
Stuffed Shells.......$6.50
Manicotti.............$6.50
Eggplant Parm.....$7.95
Lasagna..............$7.95
**All dinners served w/ side salad and garlic bread

Garden Salad
Small....2.00
Large...3.75

Fish
Fresh haddock Fish
Fry....$7.95
*Every Friday 5pm
Until We Sell Out

Cold Subs
Small.....$4.50
Large....$5.95
*Roast Turkey, baked Ham, Roast Beef, Salami, Tuna Salad

Hot Subs
Small....$4.75
Large...$6.25
*Chicken Club, Chicken Parm, Meatball, Sausage, Steak Sausage, Steak

Fish
Fresh haddock Fish
Fry....$7.95
*Every Friday 5pm
Until We Sell Out

Antipasto
Small......$4.25
Large......$5.75

Wings
1.5lbs........$5.95
2.5lbs........$9.00
3.5lbs.......$12.00
4.5lbs......$14.75
5.5lbs......$18.50

Specials
Small Pizza & 2.5lbs wings $13.95
Large Pizza & 2.5lbs Wings $18.50
Large Pizza & 5.5lbs Wings $23.00
Super Pie &5.5lbs Wings $32.95

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AIDS HiKE FOR LIFE
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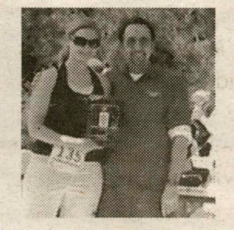

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Sunday, April 27, 2008

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Presented by Hamilton College Class of 2008

March to Tibet: What Now?

by Matthew Gordon '09
Insights & Ideas Contributor

Some have said that no changes are actually taking place, that we haven't accomplished anything. After talking with a leader of Students for a Free Tibet India, one of the NGOs sponsoring the march, I have to disagree. The entire pre-Olympic strategy of the activists was to deliver a message: as China tries to show the world how stable and powerful they have become, we would try to show the world the underside, the discontent that exists under the communist regime. They have already accomplished that in the past two weeks. Whether or not these protests lead to a free Tibet, the world now knows that something continues to be wrong there. As I told this story to friends, many have felt inspired to join in protests around the world, from Scotland to Washington D.C. Many world leaders may be afraid to stand up to China, but many more are condemning China's use of violence against the protesters.

The biggest question is, "What now?" Should we boycott the Olympics? The Dalai Lama refuses to call for a boycott, despite the fact that China has broken all of its promises it made when accepting the honor of holding the Twenty-ninth Olympiad. They promised to allow international press freedom to move throughout China, yet as protests erupted, they kicked out all foreign journalists. It appears that they feel as if they can do anything they want. In actuality, however, the Chinese government is feeling very vulnerable. They shut down YouTube in fear that these protests would spread across China and to the other minority regions. In a remarkable act, several Chinese dissidents published a letter condemning the actions of the governments. Chinese students and businessmen abroad saw the international news reports about what happened, even if those inside China only saw the censored Communist Party version of the events. Student protests in Beijing were remarkable. Unlike the protesters throwing rocks in Lhasa, who have nothing to lose, students have everything to lose. In their simple act of solidarity, they threw away any chance of a successful future under the Communist Party in China.

This act shakes the foundations of the party. China is feeling vulnerable enough to try, with limited success, preventing protests from happening in other countries. Chinese undercover police have followed activists in Greece and attempted to stop them from disrupting the torch relay. Chinese troops are now stationed on Nepali soil and are helping Nepali police to break up pro-Tibet demonstrations. Two of the teachers' assistants on our program spent their spring break in Nepal and witnessed Chinese police effectively controlling the Nepali police and helping them to violently break up protests on a daily basis. The news coverage has died down, but protests continue inside Tibet. In the middle of nowhere, a group of horse riders came over the mountains and took over a school, screaming "Free Tibet" and ripping the Chinese flag apart in one of the most inspirational videos I have ever seen. On a tour of foreign journalists led by the Chinese government, which was intended to show that order had been restored, a group of monks ran out and yelled, "Don't believe the lies!" before being dragged off by police. These protests show that China cannot control dissent and the desire for freedom with threats and police.

There is still much to be done. Protests are planned all along the route of the Olympic torch, despite many countries and cities trying to prevent them. In San Francisco, the mayor planned to set up several free speech zones, far away from the torch route, while preventing protests along the route. This restriction upon free speech must be lifted. How can we acquiesce to the same policies of the Chinese dictatorship? We also hope to petition the International Olympic Committee to stop the torch from coming into Tibet. This action would rub salt in the wounds of many of the people who risked their lives in recent protests. Several activist groups are lighting their own torches and taking them around the world to spread awareness. To help fund these campaigns you can donate at www.tibetanuprising.org. Spread the word, tell these stories, initiate discussions, make Tibet the topic of conversation. Write letters to your representatives or to local newspapers. Hold your own protests, hand out pamphlets, stickers, or Tibetan flags.

A few days after we arrived back in Dharamsala, I was walking down a street and someone waved to me from a rooftop. It was one of my friends from the first march, fresh out of jail. He was staying along with the others in a building run by one of the NGOs sponsoring the march. The past few days had been tense. The government in exile was trying to stop the march, and negotiations with the five NGOs were taking place behind closed doors. They had just found out, however, that the march was to continue. The NGOs and the government released a joint appeal, calling for a stop to the violence, an independent investigation as well as international medical aid to those hurt. Many people in Tibet who have been wounded are afraid to go to hospitals out of fear that they will be turned in and arrested for taking part in the protests.

They have announced that the march will continue to Delhi, hopefully to intercept the Olympic torch relay, and further decisions will be made about continuing to Tibet if their demands are not met. The first marchers were excitedly packing their bags, eager to rejoin the movement, and willing to give up their lives for their country.

Waving goodbye to them was bittersweet. I was happy that the march was continuing, and that they would soon be joining my friends from the second march, more than doubling their numbers, in what was sure to be a joyous reunion. At the same time I am not sure if or when I will ever see any of them again. The only thing I can do is to keep working on their behalf from here.

This is the last of a three part series chronicling Matthew Gordon's experience on the front lines of the Tibetan Resistance movement. This information dates from April 3, so many conditions in Tibet have changed since then. If you want to get involved in support for Tibet, visit www.tibetanuprising.org, or email action@hamilton.edu.

Thumbs up

Streaking the accepted students fair. Nothing says come to Hamilton like the look on your mothers face... except maybe the look on your 16 year old sister's face.

Women's LAX: 20-9, thanks for playing, Williams Smith. Also, congrats on breaking the career points record, Briscoe!

4/20: now Anthony isn't the only one with bloodshot eyes before noon.

Too drunk to ride your own bike on Class and Charter Day? Donate it to a starving African instead! Hamilton students (and white people in general) love helping Africa, so why not feel good about yourself and help a friend in need? Ngoda Manongi needs a bike for Hamtrek, so if you have one laying around please let him know (nmanongi@hamilton.edu).*

*For serious, he needs a bike.

Thumbs down

Accepted Students Day: did they get to meet Joan?

Low Carbon Diet: it's not enough I'm suffering for Passover, now you take away everything I can eat?

Eve 6 and Stroke 9 for May Day: great, I'm sure everyone stuck in the year 2000 will be thrilled.

IM Sports "all-stars." We realize you're having trouble accepting your failure as an athlete, but "B" league IM sports are not the way to reclaim your glory days. World Cup tryouts are next week, champ.

by Sarah Cornblath '08 & Anthony DelConte '10

Who Cares?

Accepted Students Day: did they get to meet Joan?

OMG, it's cold/warm outside! It's making me depressed/happy. I think we should drink/drink.

The housing lottery: man, it must suck to find out you really don't have any friends. Enjoy that Major single!

Ballroom dancing club canceled for this evening.

As a result of our long-standing feud with the Daily Bull, we will now be submitting personal lost and found requests here. Lost: black North Face jacket left in the Glen behind the President's house. Please do not look in the pockets. Thank you.

Hamilton's "cultural diversity" goal, and what happened to it

by Prof. Bonnie Urciuoli
Guest Editorialist

Since the Social Justice Initiative is working on a curriculum proposal for diversity-intensive courses, it is worth considering the end of Hamilton College's old "Goal 3: Cultural Diversity." I offer this history to provide some kind of institutional memory and possibly open a small window onto institutional operations.

From 1989-1990 to 2003-2004, the Hamilton College catalogue listed four graduation requirements or "Goals." Goal 1 addressed fundamental skills, Goal 2, distribution requirements, Goal 3, diversity and Goal 4, ethics. Goal 3 first appeared as "Knowledge of Others" and could be fulfilled by "studying at the college level in a foreign country having a culture other than one's own"; "completing any course in Africana Studies, Asian Studies, Latin American Studies, Russian Studies or Women's Studies"; or "completing certain courses, appropriate to this goal, from other departments and programs." It was renamed "Cultural Diversity" in the 1991-92 catalogue and substantially revised in the 1996-97 catalogue, when it read as follows:

"Cultural Diversity. The purpose of this goal is to help students become better aware of the diversity of human cultures and of assumptions about social relations, power and authority, and world view connected with their own sociocultural heritage. Progress toward this goal must be made by one or more of the following:
a) studying at the college level in a foreign country;
b) completing a course in a foreign language department that focuses on a representation of society in its own language;
c) completing a course centrally concerned with social relations, power and authority from diverse sociocultural perspectives;
d) completing any course in Africana Studies, Asian Studies, Latin American Studies, Russian Studies or Women's Studies."

As this overview suggests, finding appropriate language and procedures for fulfilling the goal had offered challenges. In 1996, CAP set up seven subcommittees to evaluate the curriculum, one of which was charged with evaluating this goal. I chaired that subcommittee. We met monthly during 1996-1997, seeking input from faculty and students. We talked about what "culture" and "diversity" meant: perspectives from societies outside the U.S.? Some general notion of "otherness"? Race and equity? How societies operate and how varying social perspectives come into being? Just learning something about non-western societies? How could one course do all that? It became clear that the goal conflated two different concerns: equity and inclusion in the U.S. versus simple knowledge of "foreign" societies. But what was sufficiently foreign: non-U.S.? non-Western? Non-Euro-Anglo-American? Would these courses be discipline specific? Who would decide what course content could fulfill the goal(s)? Was this goal purely academic or partly about campus climate? What did we say to faculty members who found our language politicized? Do we use technical language that sounds like jargon to outsiders? Do we choose terms that "everyone"" understands that specialists find hopelessly vague? We tried to be specific; I especially wanted to avoid the ambiguity of culture and diversity, and in the end, we did not use those terms in our recommendations. Such discussion filled our meetings and voluminous e-mail exchange over the course of the year. In May 1997, we proposed these two goals to CAP:

"Equality and Difference in the U.S. These courses provide students with the means to analyze issues and processes concerning equality, inequality, commonalities and differences in U.S. society. The College recognizes that being an effective citizen and community member requires understanding one's own social position vis-à-vis others, and the history of how those various social positions developed. Each student therefore must understand the history and processes by which various groups in U.S. society have been included in, excluded from, or marginalized from the broader U.S. community and citizenship, and the way in which those groups have struggled for greater inclusion. Such processes and struggles most typically occur along lines defined by race/ethnicity, class, gender, sexual orientation, or religious affiliation. Each student shall take at least one course that has as its central purpose the examination of one or more of these categories of inclusion/exclusion in U.S. history and society.

"Non-Western Societies. These courses provide students with the means to analyze social and cultural processes that are profoundly different from those of European and Western societies. An in-depth understanding of such processes involves a critical examination of: how ideas, beliefs and values are embedded in particular historical, social, and political contexts; how such contexts came to be; how authority is constructed; how societies are represented. Each student shall take at least one course that centrally focuses on these (or related) issues in a particular non-Western country, society or region."

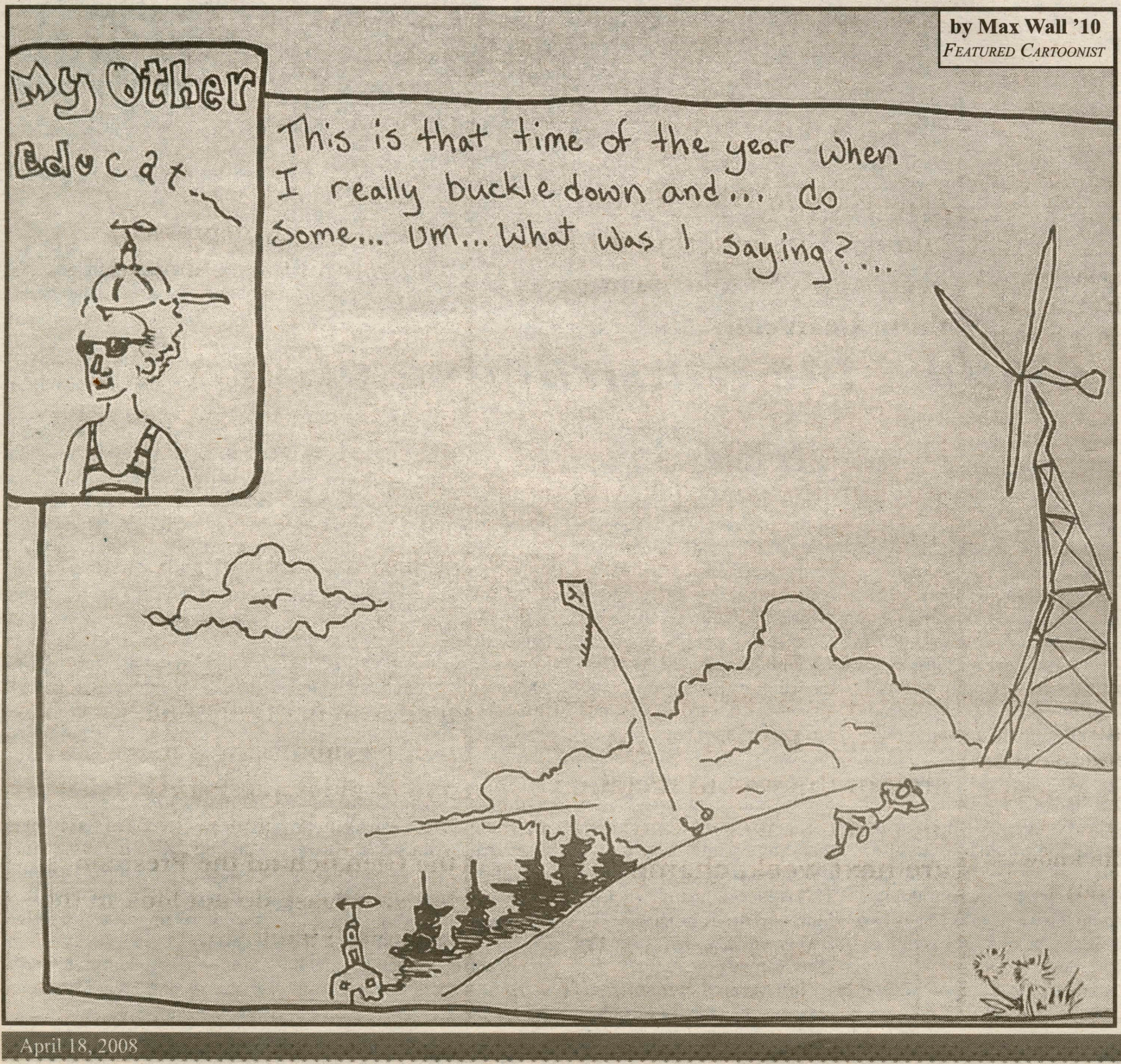
From Fall 1997 until Spring 1999, this language was reduced and reformulated by CAP and the faculty as were the goals produced by the other seven subcommittees. Ours was folded in with the proposed language requirement and the final version read as follows:

"Cultural Inquiry: Each student must satisfactorily complete at least one course toward fulfilling each of the following goals:
a. To develop understanding of a second language.
b. To develop understanding of assumptions about, and consequences of, diversity along such lines as race, ethnicity, class, gender, sexual orientation, and/or religious affiliation in the United States.
c. To develop understanding of non-Western intellectual, cultural and social traditions."

On February 1, 2000, the whole package of reformulated goals went to the faculty for a vote, including Goals 1 (fundamental skills), 2 (distribution requirements), 3 ("Cultural Inquiry" above), and 4 (ethics). There was considerable faculty discussion as to how resources might be allocated to all of these proposed curricular changes. The meeting was then adjourned. It was reconvened on February 15, 2000, and an amendment was introduced to eliminate from consideration all new curricular proposals after the language describing the sophomore seminar program. This meant that goals 2, 3 and 4– including "Cultural Inquiry"–would be eliminated. After considerable discussion, written ballots were distributed and the faculty voted 56-33 to eliminate Goals 2, 3 and 4. Thus, starting with the 2004-05 catalogue, graduation requirements were reformulated in terms of "skills" (intensive writing, quantitative literacy, and sophomore seminar) but no specific subjects would be required.

All this detail is by way of explaining what happened to the last attempt to develop an effective proposal for the kind of course requirement in which SJI is interested. The point I wish to make here is that the subcommittee that worked on the reformulation of this goal put in a lot of work crafting a language that addressed what the goal was specifically meant to do, and in the end the goal was voted down because– well, to be honest, I never quite figured out why. Our original subcommittee work–a lot of thoughtful work which took up a lot of time–and our attempts to craft a clear, specific language for the proposal underwent revisions that brought the language back, more or less, to the point from which we started. And then, in the end, it all dwindled away into nothing.

by Max Wall '10
Featured Cartoonist



For the construction of the CEC

by Wai Lee Poon '11
Contributing Editorialist

I imagine a Cultural Education Center as a place where I can look into the eyes of portraits of students of color and other marginalized groups who have come before me. I imagine a place where various cultures are actively celebrated every day. I imagine a physical and educational space dedicated to discussing difficult social issues like why all the students of color sit at the same table in Commons and why we expect a student of color to represent his or her community in the classroom. It would be a building that brings Hamilton College closer to representing and serving all of its population.

A Cultural Education Center would not only celebrate underrepresented cultures through its architecture but also hosting events and programming. Lectures on Hip Hop Culture, Modern Chinese Cinema, Versailles and French Culture could all be held in the Center's lecture hall. Classes in Africana Studies, Anthropology, History, Women's Studies, Sociology, Asian Studies, et cetera could be held in the Center. There would be meeting space for all the cultural student organizations. A director of the Center would organize these events and be an advocate for diversity issues. A library would combine all the separate organizations' own libraries into one and be open to all students.

Buildings are like golems in that they are made of inanimate matter but mobilized and made vibrant by students' creativity and cerebration, and thus, the Center would serve as an agent to bring harmony to campus which currently only has golems shaped to look like the traditional student. Campus buildings represent history, and students of color have been here long enough that there should be a physical structure to represent them. The ALCC and the Kirkland Campus are not sufficient, because now our campus has more than just Afro-Latin and female students. We have students from all over the world and from different ethnic backgrounds. It is time to make a permanent change on campus so that these students are part of Hamilton's edificial history from here on.

People often ask if this is a form of self-segregation. But I wonder if the creators of the Bristol Center and the President's Office ever thought of these buildings as self-segregating, because they seem to only welcome the traditional, Christian, rich, white, able-bodied, heterosexual, male student with their Western architecture and portraits of wealthy white men. Still, non-traditional students go to these buildings every day because they have no other choice. To see an ostentatious portrait of someone from your community or have an environment that is molded in a way familiar to you certainly is an important part of white privilege (for more information see Peggy McIntosh's White Privilege: Unpacking the Invisible Knapsack). The Cultural Education Center, while encompassing all cultures, would give dominance to the marginalized cultures that are otherwise not shown at all.

Can the Cultural Education Center solve everything? Of course not. However, it does bring us a lot closer to a more representative and inclusive college. It is easy to say by just changing the demographics of the student body or uniting the student body through conversations or activities, the campus climate will slowly be more inclusive. But how can this be done when I can't even claim one physical structure on this campus as representative of my class, race, sex, physical/mental ability, religion, and sexuality? Even if I have a meaningful and insightful dialogue about these –isms in class or elsewhere, that is evanescent because once I, other students, and/or certain faculty leave this college, without anyone to build on this discourse or anything to remind people of these issues, these dialogues will not be continued. I hope you will see the value in such a Center that other colleges (NESCAC schools) have already established and create one of our own on the Hill.

CEC:

The Debate on SJI's Proposed Cultural Education Center

The proposed Cultural Education Center, a separate building on the Hamilton College campus to house multicultural organizations, as well as serve as a "safe space" for students who are part of various underrepresented minorities, has stirred students to position themselves on either side of a controversial and often emotional issue. Despite the significance of the decision whether or not to construct the CEC, there has not yet been a forum where both sides of the issue are discussed. Here, the proponents and opponents of the Cultural Education Center's construction meet, with the objectives of informing the Hamilton student body, as well as the college's administration, and helping the community come to a consensus. Writing in favor of the CEC is Wai Lee Poon '11, and writing against it is Scott Bixby '11.

Against the construction of the CEC

by Scott Bixby
Insights & Ideas Editor

The initial proposal for the construction of a $5 million Cultural Education Center to house all multicultural organizations at Hamilton College was spearheaded by the Social Justice Initiative as a well-intentioned way of combating rising tensions between different groups on campus. As the saying goes, however, the road to Hell is paved with good intentions. Despite being conceived as a uniting force for the campus at large, the proposed CEC would function instead as an installation that further fragments a student body already cleft into dozens of groups.

The CEC is conceived as a "safe space" on Hamilton's campus, where students and faculty can express opinions in a respectful environment, no matter how charged the issue. Given Hamilton's spotty record on allowing unpopular opinions a chance to be voiced, (the Alexander Hamilton Center, anyone?), it's understandable that some members of the community are afraid that their opinions may not be viewed in the most accepting light. Despite this feeling, college isn't where we are told that certain conversations have "a time and a place." Remember the Sixties? If it bothers you that your racial/ethnic/socioeconomic group clumps at one table in Commons every day, then open the dialogue right where you are. Whispering your concerns exclusively in a "safe space" doesn't lend a single ear to those beliefs that doesn't already share them.

Now, we're finding out that the proposal doesn't just advocate the construction of a building, but of an entire bureaucracy with the singular goal of regulating the Center. In addition to our current Associate Dean of Students for Diversity and Accessibility, Allen Harrison, Hamilton would have to hire a director for the CEC. Why pay one salary to a person doing a great job when you can pay two salaries for what are essentially the same duties?

The proponents of the Center remain quiet on a proposed source of financing for the $5 million dollar project. The cost of the CEC poses the threat of being a siphon for critical resources that the college needs elsewhere. For every brick laid to build this Center, another is *not* laid for an actual Arts Center, which has been temporarily abandoned due to lack of funds. Sure, the school could dip into its healthy endowment for the construction of both facilities, but anyone in an introductory economics course can tell you that dipping into the principal is almost never a good thing. This is especially true when the functions of the proposed CEC are currently being fulfilled by other campus locations.

Every multicultural organization on campus has a place where it can hold meetings, maintain a library, conduct social events, and hang up portraits of whomever it sees fit. Every class on multicultural studies has a place to meet of equal quality to every other classroom, in addition to entire academic departments devoted to the disciplines. Every student is allowed and welcomed into Bristol Center and President Stewart's office, and any assertion that social spaces and academic offices cater only to a certain segment of the campus population is completely erroneous. Except, of course, in the case of the proposed CEC. This building would fulfill the same self-segregating ideals that proponents of the Center decry.

Issues like self-segregation can be talked about anywhere on campus. The goal of a collegiate atmosphere is to allow intellectual discourse in all settings, knowing that all viewpoints will be respected. If we have to create a special building to house various types of minority discourse, where is the facility dedicated to preserving the "edificial history" of the Hamilton students who come here from someplace other than Fairfield County, New York/Jersey, or "someplace right outside of Boston?" If I insisted that I would not be placated unless a center was constructed for all West Coasters who have passed through Hamilton's halls, the idea would seem ridiculous (and it is). But geographical minority is a minority nonetheless.

This brings me to my main point: if we split enough hairs as a community, *everyone* on the campus is part of some minority, even the archetypical WASPy heterosexual males. The point is, we're all different. Possessing different traits, backgrounds, politics, and proclivities is a function of being an individual, and Hamilton College is a collection of outstanding *individuals*, not just homogenous clumps of varying caricatures. I for one think that it is more important to value what the individual members of Hamilton's student body have to offer than what holes we can peg them in.

The Career Center

Still looking for the perfect fit?

End of year deadlines
are fast approaching -

don't get left behind!

The Inside Track and our weekly email are great reminders of upcoming events and HamNET deadlines, but your ***BEST strategy*** is to utilize our **many online resources** for finding a job or internship that's the perfect fit for you!

View our website at ***www.hamilton.edu/careercenter***

Call for Recommendations

Alumni Association Distinguished Service Award

The Nominations Committee of the Alumni Council invites recommendations for the 2009 Distinguished Service Award. Presented by the Council on behalf of the Alumni Association, the award recognizes an employee who has substantially contributed to Hamilton through distinguished job performance and through involvement in student, alumni, or other activities in the College community. At the time of selection, the recipient must be an active member of Hamilton's faculty, administration, staff, or maintenance and operations.

Distinguished Service Award honorees to date include former president Gene Tobin (2003), Professor of Theatre Carole Bellini-Sharp (2004), Director of Audiovisual Services Tim Hicks (2005), Professor of Anthropology Emeritus Douglas Raybeck (2006), Reverend John Croghan (2007), and Marge Petteys (2008).

In October, the Alumni Council will act on the nomination put forward by the committee. The formal award presentation will take place in the spring of 2009. Please submit recommendations by Wednesday, September 3, 2008, to Dean Abelon, Office of Communications and Development, Hamilton College, 198 College Hill Road, Clinton, New York 13323; or e-mail: dabelon@ hamilton.edu.

All suggestions should include the candidate's name, position at the College, justification for the recommendation, and the name and contact information of the person making the recommendation. All suggestions will be presented to the Nominations Committee of the Alumni Council in the format in which they are submitted.

What's Cookin' in the CoOp: Taylor and Amelia's Recipes for Breakfast

by Amelia Conlon'08
FOOD COLUMNIST

Taylor's Quinoa Buckwheat Pancakes
1 large serving

At Night combine:
½ cup toasted buckwheat grouts
¼ cup quinoa
Grind them in flour mill to make a fresh flour
Add ¼ cup rolled oats
1 tablespoon sourdough starter
Add ½ cup water and cover and soak overnight

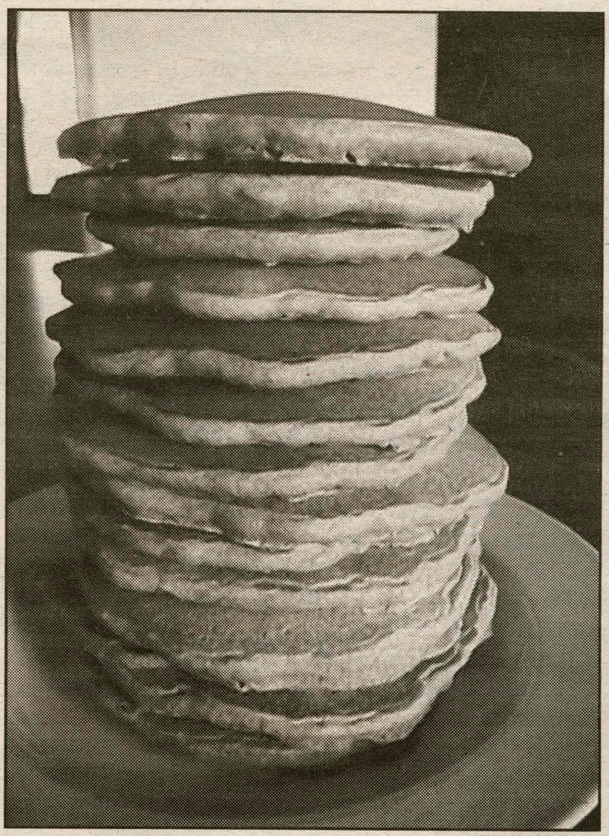
Next morning add:
Dash salt
1/8 teaspoon cinnamon
Enough water or rice milk to make the mixture pancake batter like
Add ¾ teaspoon baking powder
1/8 teaspoon baking soda

Stir quickly
Make into pancakes

Amelia's Early Morning Breakfast

½ cup rolled oats
1 cup soy milk
healthy handful of frozen berries
healthy handful of granola
4 tablespoons ground flax seed
2 tablespoons maple syrup

In a cereal bowl mix oats, milk, and frozen berries, microwave. Mix flax seed and maple syrup in with oat and berry mixture. Sprinkle granola on top and enjoy. Best served with a hot cup of coffee.


WWW.GOOGLE.COM
Stack of Taylor's Quinoa Buckwheat Pancakes

Write for Features

Have something interesting to share with the Hamilton community?

The semester is almost over, but it's not too late to write for Features.

We are always open to new ideas.

Contact rmintzer or dsadove to contribute.

Manischewitz: An Undrinkable Kosher Wine

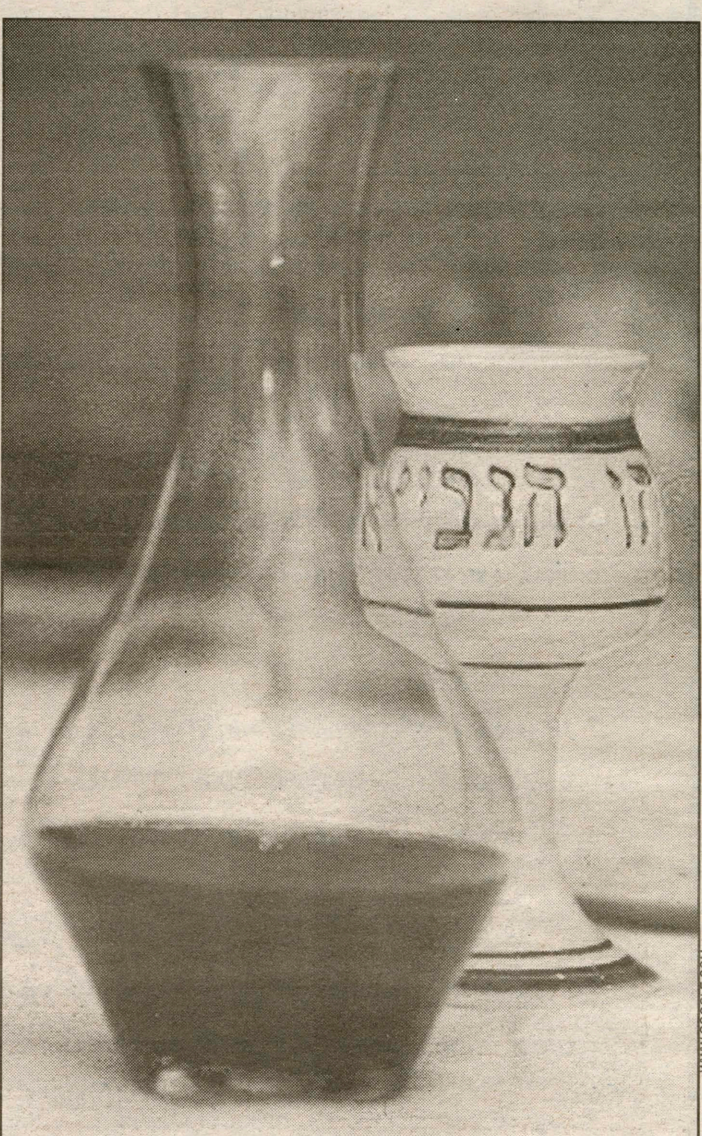
by Matt Eichenfield '09 and John Watkins '10
BEVERAGE COLUMNISTS

Manischewitz is a very fruity and full-bodied wine. It is very forward and has substantial legs as well as an almost rose like color and texture. Manischewitz continues to be the "#1 Kosher wine brand in America," proving once again that quantity always wins over quality. Manischewitz's Concord Grape wine is super sweet, made entirely with pure cane sugar and equally sweet New York Concord Grapes. This makes the wine almost unpalatable. The wine's unique boutique is a combination of strawberry malt liquor and Welch's grape juice, providing a very distinct flavor for a distinguished palate. It's aftertaste leaves an unholy union of Robitussin and Jagermeister in your mouth. The taste is nothing compared to its lush and lively aroma. The wine smells like a combination of menthol cigarettes and cloves.

Manischewitz has also expanded it's Kosher market with their new "Smooth & Lite Concord Grape" as well as their lighter "Cream White" and "Cream Red" Concord wines. I recommend that this wine be served to accompany a grilled ham and cheese sandwich on rye bread with a mixed lobster, crab, and seafood salad. In conclusion, these authors suggest an alternative kosher beverage: water.

Wine Type:	Manischewitz Concord Grape
Grown:	Widmer Wine Cellars Naples, New York
Bottled:	Naples, New York
Alcohol:	11% Alcohol by Volume
Quantity:	750ml
Cost:	Under $10
Stars:	1.5 / 5 (During Passover) 0.5 / 5 (All other times)

WWW.GOOGLE.COM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Manischewitz wine is kosher for passover.

Mad hot ballroom: Hamilton Ballroom Club

by Ashley Stagner'09
Features Contributor

Ever feel the desire to learn the tango? Or to become the Lord of the Dance? Hamilton's Ballroom Club is sure to lead students in the right direction.

Resurrected by Mark Fitzsimmons '09 in the fall of 2006 from an on and off club started by Jovan Livada'08 in Fall 2005, the Ballroom Club has grown significantly in popularity amongst students. Fitzsimmons said, "It was a relatively small operation before; the previous president and vice-president were both going to be abroad and I'd been enjoying myself too much to let the club die that easily." Beginning with Fitzsimmons, Jai Moorjani '09, and Xiaobo Ma '09 as the administration, Lauren Tom '10 and Jessica Smith '09 soon joined them. This current semester is a bit different as Fitzsimmons is off campus, so replacing him as president is Moorjani.

Members of the Hamilton Ballroom Club show off their skills in the events barn.

Ballroom has weekly meetings every Friday from 5 p.m. till 6 p.m., although members are highly encouraged to remain afterwards to keep dancing. Gina and Luca Esposito are the professional instructors who teach the various dances learned at each meeting (the dances range from salsa to tango to anything in between). Fitzsimmons met Gina and Luca in spring 2006 when the Hamilton Dance Department hosted a ballroom workshop. He commented, "I had such a great time at the workshop that, when I took over the club, there really was no option about whom we should get to teach. They've been so accommodating, enthusiastic, and fun! Plus, everyone I've spoken to feels that they're wonderful teachers." Gina and Luca are certified Ballroom instructors who have their studio, Gina Luca Dance, in Utica.

Fitzsimmons originally got involved in Ballroom because of a friend that "dragged" him there. He said, "As a freshman, I was a horribly awkward dancer and the idea of ballroom dancing terrified me. I learned a bunch going to the club though, and began to enjoy myself pretty quickly. I chose to take over the club simply because no one else would, because I was enjoying it immensely, and because I saw other people enjoying it as well."

Lauren Tom had a different experience in joining Ballroom. She "always wanted to ballroom dance" because she is "a huge fan of the Victorian age, loving the Romantic feel that ballroom dancing has." Tom became interested in the club even before arriving on the campus. She said "I found it online, on the activities web page, and became very excited about it." Tom is the financial coordinator for Ballroom.

Xiaobo Ma has been dancing ever since she was little, and right before entering Hamilton, she taught herself Latin dances. During her freshman year, she joined Tropical Sol. Ma observes, "Both Mark and me thought it was a good idea to hire teachers to teach beginners/intermediate level people how to do ballroom, since not all of those who are passionate about ballroom can get in dance performing groups like Tropical Sol. I personally really want to be part of Ballroom club not only because I want Ballroom to be something fun and special on this campus, but also because I think it's a great chance for me to learn so many different dances and get to know more people."

The Ballroom Club has certainly expanded since its humble beginnings; the club now has a Late Nite party (Swanky Soiree) every semester, participates in several community service events (with and without HAVOC), and some members go on independently to compete in dancing competitions apart from the weekly meetings. Fitzsimmons and Jessica Smith have also started the Ballroom Wellness seminar that meets twice a week.

There is great diversity amongst the increasing members of the Ballroom Club, and contrary to what one might believe, the ratio of men to women is 50:50. Ballroom dancing, although sometimes considered feminine, is now becoming popular with men. Ballroom in general has become popular through shows such as *Dancing with the Stars*. The Ballroom Club is an exceptionally fun organization taught by two amazingly talented and witty dancers, Gina and Luca, that all students should try at least once. As Fitzsimmons stated, "Ballroom is probably the greatest thing ever."

Lotions & Potions: Tips for bikini survival

by Elizabeth Kosar '10
Beauty Columnist

So it's bikini season. Awesome, right? Well, sort of. Along with getting to spend days relaxing by water, drinking icy beverages, and listening to excessively peppy music, bikini season means a whole new season of body insecurity. Bodies cannot be hidden beneath sweaters and coats. The thing is people get way too out of control about their bodies. Diet Coke and lettuce is not a healthy diet. Cigarettes are also not a weight loss tool. If you want to look good in your bathing suit, rock on, but there are healthy ways to do it. Looking like a praying mantis isn't that sexy anyway.

Blueberries are very high in antioxidants and therefore a good way to slim down and get healthier.

Try trading a few diner cups of soda for water bottles.

Eat colorfully-Try green, orange, yellow, red, and especially purple. Fruits and veggies are filled with vitamins and antioxidants. They are awesome for your skin and also great for your body. I'm a huge fan of anything involving pomegranate, mango, or blueberries.

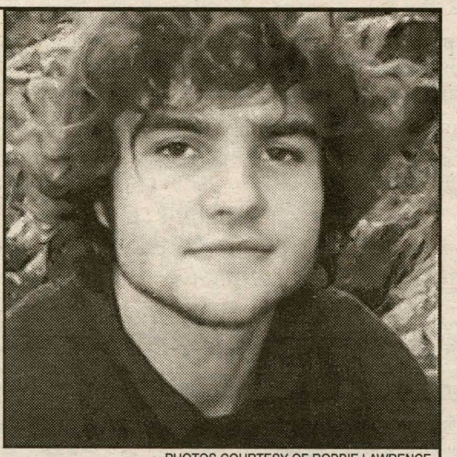
Fiber-Fiber is one of those things that often get lost in the college lifestyle. But fiber is responsible for cleaning out our digestive system which can help with the belly bloat.

Water-Give up every soda for a week and replace it with water. Your skin will feel softer, it will be clearer, and you'll feel lighter. I'm a girl who loves her grape soda and Coca-Cola, but I know if I want to feel a little slimmer, giving up my sodas will do the trick.

Alcohol-OK, trust me I'm not one to encourage abstinence from the booze, but I will tell you this: they call it a beer belly for a reason.

Bachelor & Bachelorette of the Week

Robbie Lawrence



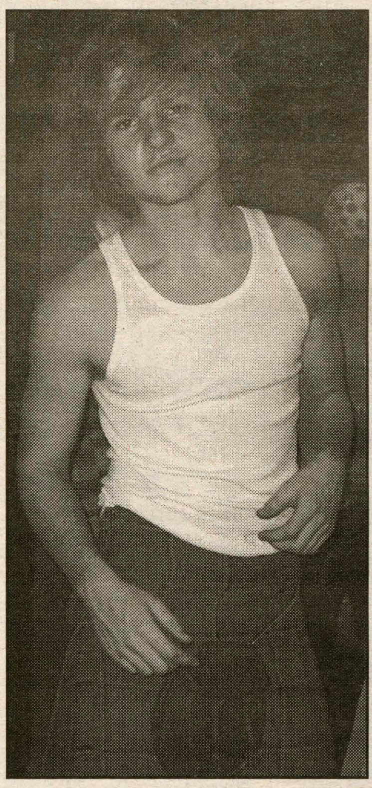
PHOTOS COURTESY OF ROBBIE LAWRENCE

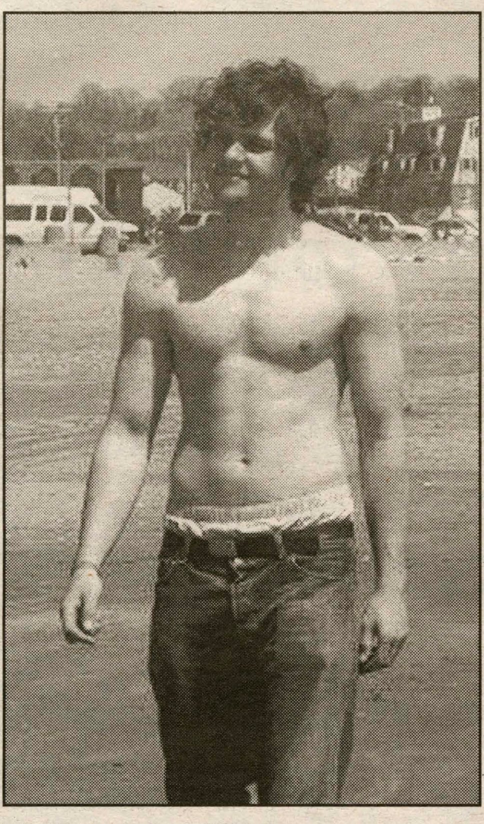
Age: 20
Eye Color: Poo Brown
Height: 6'2.5"
Sign: Pisces
Hometown: Scotland
Major: English Lit.
On Campus Activities: Slaying hoes, B-side rugby, lamenting my poor decisions/small parts
Interested In: Bitches, being a B, whining, feeling ill
What You Are Looking For Now: Sex. No talking.

Ideal Date:
On Campus: Nobody knows.
Off Campus: Will Reid's mom.
Turn Ons: American Bitches, Will's beard, Sarah Schrader's calves
Turn Offs: Thumb in bum

Favorites
Place On Campus: Minor field
Exercise At The Gym: push-ups
Gift to give: D*^k in a box..
Gift to get: B*x in a box.
Song: "Smell yo D*^k" by Riskay
Book: *Everyone Poops* by Taro Gomi
Movie: Will Reid's Mom...with me. 4
"Guilty Pleasure" Movie: The Notebook
Celeb Crush: That hussy from Allie McBiel
Breakfast: Tea and Crumpets
Sitcom: Sex and the City
Quote: "I feel ill"

If I were an animal I would be: A sperm whale...haha.
If I could go anywhere in the world I would go to: Green Field, MA...becaue that's where Will's mom is.
If I were a character from English lit, I would be: King Leer.
The best pick-up line I have used: "I I haven't showered since rugby, I need to go."
The best pick-up line that has worked on me: "I love your Scottish accent."





Attention: Robbie Lawrence is Single.

That's right ladies, that hot kid from Scotland has graced our campus once again. Bumping into this hottie is just one more reason to head out to support the rugby team as the Exiles fight for a National Championship this weekend.

Jocelyn Bos-Fisher '10

PHOTO COURTESY OF JOCELYN BOS-FISHER '10

Age: 20
Eye Color: Blue
Height: 5'9"
Sign: Sagittarius
Hometown: Eden
Major: Psychology
On Campus Activities: Rugby, Choir, AA Leader
Interested In: horseback riding, dancing, listening to people play the guitar
What You Are Looking For Now: Dating

Ideal Date:
On Campus: A fun party with some dancing
Off Campus: Miniature golf, and he doesn't let me win.

Turn Ons: Good sense of humor and a great smile.
Turn Offs: Bad breath.

Dating Deal Makers: Laughs at my jokes.
Dating Deal Breakers: Stares at my chest.

Favorites
Place On Campus: "Stargazing" on Minor Field
Exercise At The Gym: five days a week
Gift to give: hugs, who doesn't like hugs
Gift to get: frankincense, just to see what it looks like.
Song: Anything Beatles.
Book: *Count of Monte Cristo* who doesn't like a book over 1,000 pages about revenge?
Movie: Everything, not picky
"Guilty Pleasure" Song: "Save a Horse, Ride a Cowboy" by Big and Rich, I'm from the country, what can I say?
Guilty Pleasure" Movie: Rocky - great character development
Celeb Crush: young Harrison Ford, circa Indiana Jones.
Breakfast: apple pie.
Sitcom: Seinfeld
Quote: "Our Greatest Glory is not in never failing, but rising up every time we fail." - Ralph Waldo Emerson

If I were an animal I would be: Koala bear, they hang upside down and are so cute.

If I could go anywhere in the world I would go to: Antarctica, because it is the last continent I need to get to.
If I were a character from English lit, I would be: The Cat in the Hat, I'm tall and into tomfoolery
The best pick-up line I have used: "Hey you come here often?" (1:30 a.m. at an annex party, it was the best I could come up with)
The best pick-up line that has worked on me: "Did you buy those pants for 50% off, cause they could be 100% off in a second." (didn't work but it was creative)
If I were out with a date and were charged by a bear I would:
A) Throw my date in front of the bear and run
B) Expose my breast to the bear and scream "Take me instead!"
C) Team up and try to fight the bear
D) Other: My dad always says you don't have to outrun the bear, only the person you're with.

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Compiled by Erin Hoener, Managing Editor

Weekly Charts

by Jacob Murray '09
Arts & Entertainment Editor

MUSIC
(From iTunes)

Top Albums
1. Flight of the Conchords - Self Titled Album
2. Bittersweet World - Ashlee Simpson
3. E=MC2 - Mariah Carey
4. Hideaway - The Weepies
5. Juno - Various Artists

Top Songs
1. 4 Minutes - Madonna (feat. Justin Timberlake and Timbaland)
2. Bleeding Love - Leona Lewis
3. Lollipop - Lil Wayne
4. Say - John Mayer
5. No Air - Jordin Sparks & Chris Brown

MOVIES
(Yahoo! Movies)

1. The Forbidden Kingdom
2. Forgetting Sarah Marshall
3. Prom Night
4. 88 Minutes
5. Nim's Island
6. 21
7. Street Kings
8. Dr. Seuss' Horton Hears a Who
9. Leatherheads
10. Expelled: No Intelligence Allowed

BOOKS
(From The New York Times Best Seller List)

Paperback Fiction
1. THE MEMORY KEEPER'S DAUGHTER, by Kim Edwards
2. NINETEEN MINUTES, by Jodi Picoult
3. WATER FOR ELEPHANTS, by Sarah Gruen
4. THE FRIDAY NIGHT KNITTING CLUB, by Kate Jacobs
5. THE KITE RUNNER, by Khaled Hosseini

Paperback Non-Fiction
1. THREE CUPS OF TEA, by Greg Mortenson and David Oliver Relin
2. EAT, PRAY, LOVE, by Elizabeth Gilbert
3. THE AUDACITY OF HOPE, by Barack Obama
4. JOHN ADAMS, by David McCullough
5. DREAMS FROM MY FATHER, by Barack Obama

WHCL presents Beach House and more!

by Chris Rand '09
Arts & Entertainment Writer

On April 26, WHCL will be bringing three up-and-coming bands to Hamilton College. Beach House, Black Moth Super Rainbow, and Grand Buffet all promise to be hits as they make their stop this weekend!

Beach House

Dreamy lo-fi duo from Baltimore, Alex Scally (guitar/keyboards) and Victoria Legrand (vocals/keyboards), bring their intimate neo-psychedelia to Hamilton College. The duo formed in 2005, combining Legrand's Nico-like vocals and Scally's delicate instrumentation, and released their eponymous debut in 2006 after charming the independent music blog community with singles "Apple Orchard" and "Tokyo Witch." Often spellbinding, Beach House's distinctive sound strikes a delicate balance between velvety vocals, fuzzed-out guitars and vintage drum machine beats to create their soothing and autumnal sparkle. The two bring the lush and soothing pop sounds of their sophomore LP, Devotion, to Hamilton on April 26. Tune in to WHCL to hear this former "Album of the Week," or check them out at: http://www.myspace.com/beachhousemusic.

Black Moth Super Rainbow

Black Moth Super Rainbow is an experimental band from Pittsburgh, Pennsylvania whose music combines elements of psychedelia, folk, and electronic pop. Analog electronic instruments including the vocoder, Rhodes piano, and Novatron blended with acoustic guitar and summery drum beats characterize their distinctive sound. The band formed its current five-member lineup in 2003 and little is known about the band or its members, as they have kept themselves something of an enigma. Their latest release, Dandelion Gum, is a concept album about a forest inhabited by candy-making witches who use their sweets to lure hapless locals to their doom. An album insert described them thusly: "Deep in the woods of western Pennsylvania vocoders hum amongst the flowers and synths bubble under the leaf-strewn ground while flutes whistle in the wind and beats bounce to the soft drizzle of a warm acid rain. As the sun peeks out from between the clouds, the organic aural concoction of Black Moth Super Rainbow starts to glisten above the trees." Check them out on WHCL or on myspace at: http://www.myspace.com/blackmothsuperrainbow.

WWW.WIKIPEDIA.ORG
Beach House released their first album in 2006.

Grand Buffet

Grand Buffet is a hip-hop duo from Pittsburgh, Pennsylvania featuring Jackson O'Connell-Barlow (stage names: Iguanadon, Grape-a-Don, Plaps, Nate Kukla, and Mr. Pennsylvania) and Jarrod Weeks (stage names: M-Dog, Lord Grunge, Viceroy, Matt Kukla, Fred Durts). Weeks' hook-laden production and delivery compliment O'Connell-Barlow's speedy and tightly woven rhymes to create their humorous and satirical style. They have toured the USA and Europe extensively with artists like MGMT, Sage Francis, the late Wesley Willis, and Of Montreal (when they came to Hamilton in Spring 2007). The duo comes to Hamilton in support of the newest release: King Vision, spinning daily on WHCL. Or, check out their myspace: http://www.myspace.com/grandbuffet.

Hamilton's *Big Love* a hit in Minor Theatre

by Alex Ossola '10
Arts & Entertainment Writer

Hamilton Theater Department's production of *Big Love* by Charles Mee kicked off with a bang in its opening weekend. And the "bang" here is more like a hollow clunk, much like the sound of a body hitting a wooden platform.

The play's premise is that fifty dissenting sister-brides refuse to marry their fifty cousin-grooms. They leave their homeland of Greece and seek asylum in a villa in Italy, where their fiancés eventually come to find them. After much debate, the sisters decide to kill their grooms on the wedding night, but one sister betrays this promise.

In Hamilton's production, every character was impeccably cast. The sisters Lydia (Caroline Nixon '08), Thyona (Lindsey Pearlman '08) and Olympia (Hannah Fazio '10) show the appropriate amount of anger, ditzy-ness and affection when the scene calls for it. Lindsey Pearlman in particular acted (necessarily and appropriately) like she had a fire burning under her. The grooms, including Nikos (Nick Fesette '09), Constantine (Silvio Cuadra '09) and Oed (Adam Bauer '10) play less central roles, but ones that require similar amounts of alternating anger and sentimentality. Katie Meyers '08 plays a convincingly matronly old woman, Jo Jo Giovannangeli '08 strikes chords as the patriarchal host, and Shelly Hoy '10 is superb as the eloquent (and oddly raunchy) Eleanor. All the characters were thoroughly believable and overall well acted.

PHOTO COURTESY OF CRAIG LATRELL
Caroline Nixon '08 and Nick Fesette '09 lead in the play.

The most entertaining scenes vary greatly in their nature and emotional context. Inarguably, one of the highlights is Giuliano's (James Greisler '10) interim dance before the wedding scene. He is dressed in pseudo-Indian attire and dances to a song taken straight out of a Bollywood movie. He is entertaining and witty as the son of the villa's host, and his dance serves no real purpose to the plot, but is one of the most delightful scenes in the show. The other two highlights are similar to one another, but differ greatly from Giuliano's fancy-free romping. In working up to these two scenes, the audience may wonder why the girls' knees are all black and blue; these scenes solve at least this enigma. In their disgust for the opposite sex, the brides and grooms, in two independent episodes, have fits of masochism in which they violently fling themselves to the floor of the stage. The power and duration of these scenes (in one, complete with the throwing of circular saw blades) is unbelievable, especially in the intimate space of Minor Theater.

Among many of the unappreciated aspects of theater is the choreography. Impressively, all of the modern dance sequences, fight scenes, and what appears to be simple stage positioning in the play were choreographed by a student, Caitlin Hellerer '10. After seeing the production and even just obliquely noticing the intricacy of the choreography, this reviewer's jaw was justly dropped.

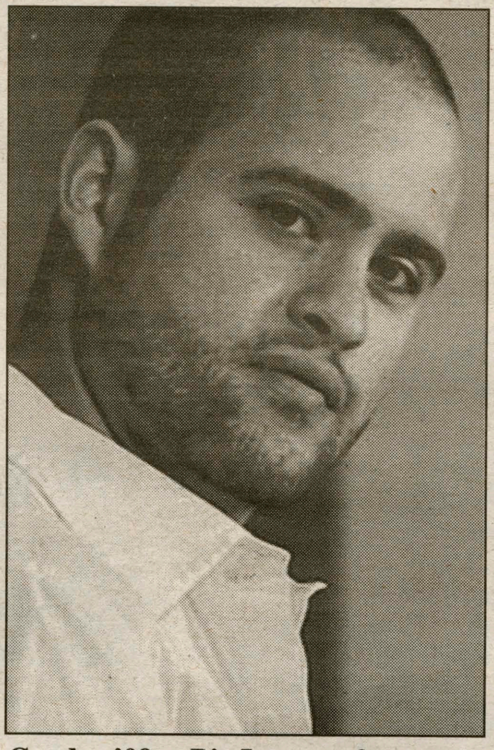
Big Love will continue to be staged this weekend, April 23-26 at 8 p.m. in Minor Theater. Admission is $3 for students, $5 for the general public. To make reservations, call 859-4075. Stop by to watch your fellow students perform!

Silvio Cuadra '09: The Meatiest Thespian on Earth

by Tom Monfiletto '08
Arts & Entertainment Writer

I looked around with my tray in hand, desperately searching for a familiar face to sit with. My eyes wandered back and forth until they landed on a horrifying behemoth devouring his food as if it he had been stranded on a deserted island for two years and this was the first real meal he could enjoy. He wore a sleeveless shirt that he must have created by tearing the sleeves off in anger. His immaculately trimmed beard matched the length of his shaved head. His arms were big enough to occupy a small Central American country and his eyebrow was pierced. With what remained of his shirt I could read the words "Northfield Mount Hermon Hogs Football." At that moment I breathed a sigh of relief. "I hope to God this kid plays football," I thought. And after a conversation that consisted of 70% swear words I learned that we were going to be teammates.

I have never played football with anyone that hits harder than the nightmare from Nicaragua: Silvio Cuadra '09. On the field he is as mean as they get—snarling and swearing at his opponents as he beats them into the dirt. At times our coach refuses to even call a play and will just yell in to his quarterback, "Run the ball behind 54!" Next fall Cuadra will be one of four captains for the up and coming Hamilton Continentals and looks to bury his adversaries during his final season. He carries this same attitude and demeanor as he walks through campus. Many people completely alter their route as to avoid even making eye contact with this vicious beast. The shaved head, the beard, and the strut make him recognizable from miles away. Those who do not know Silvio, fear him. They fear him like the passengers of Oceanic Flight 815 fear that stupid cloud of smoke. Those of us who know Silvio know that although he may be one of the most intense individuals on the planet, he really does not embody the angry monster that he portrays.



Cuadra '09, a Big Love performer

I guess this is why acting comes so easily to Cuadra. Last year Silvio declared Theatre as his concentration. As if friends and family members were not shocked enough to learn that Cuadra would be returning for another year at Hamilton, this news left all in disbelief. He has always possessed an uncanny, and often times extremely irritating ability to recite lines from movies by heart. Now, he was going to be the one playing a character in front of a crowded audience. After quieting the doubters and nay-sayers, people started to realize that he was actually *really good at this*. His teachers began to see him as more than a scary physical specimen, but as a physical specimen with scary talent. He landed one of the lead roles for Hamilton College's Spring production of Big Love, which will continue to run until April 26.

After seeing the play I have to say that the acting is tremendous. Big Love was the first Hamilton theater production that I have seen, and I was blown away by the acting abilities of those with speaking and non-speaking roles. The subject matter (50 brides flee to Italy before their wedding while the grooms chase after them) proves my theory that every playwright is demented in some way or another, but the acting is worth the three dollars for admission. Those with long monologues and those who simply yell and scream and throw their bodies around the stage while pounding at male genitals put on masterful performances. Possibly the most masterful performance comes from a certain Silvio Cuadra who plays Constantine, the ring leader of the grooms.

One of the most memorable scenes comes when Cuadra, the 6-0 220 pound freak of nature strips down to his skivvies. The howls and the screams in reaction to Cuadra's Calvin Klein Steel underwear could be heard across campus. Being an offensive lineman, Cuadra rarely sees the limelight on the field, but on stage he caught the eyes of all of the viewers. In his acting debut, he does not disappoint. Veteran actors who had no idea about Cuadra's extra-curricular talents showered him with compliments. His super-stardom reached such a high point that underclass females attempted to kidnap him on Saturday night; however, Kirkland police stopped them and made them dump their vat of chloroform.

Cuadra refuses to let the attention get to his head. He continues to prepare for football, as he has not missed one off-season workout or meeting. Despite his theatre obligations he still remains one of the teams most outspoken and credible leaders. Do yourselves a favor and go see Big Love. If you've already seen it, go again. If by some reason you cannot make it to Minor Theater make sure you look out on Steuben Field next semester from September to November. Then, the mayhem and hysteria that Cuadra creates will not be an act.

The Deathcage Elite Eight!

by Kevin O'Connor '09 and Jacob Murray '09
Bracket Specialists

With only a few weeks left in the semester, Deathcage has narrowed its contestants down to eight! Next week will feature the last four match-ups that will decide who is worthy to enter the Deathcage Final Four. To conclude the Spring '08 season, the Final Four participants will compete in a Battle Royale on Class and Charter Day, where Hamilton students will get to decide who is the ultimate champion! Here is how this week went down:

(1) Moses def. (4) Aragorn

(1) Wolverine def. (4) Professor McGonagall

(2) Indiana Jones def. (6) Hannibal Lecter

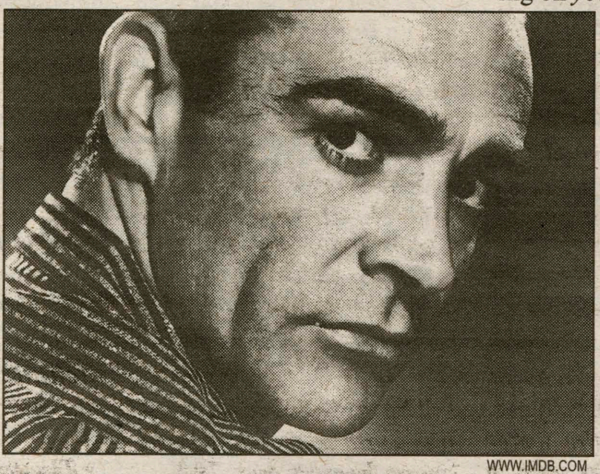
(2) James Bond def. (3) Russell Crowe

(2) Jason Bourne def. (6) Jack Nicholson

(3) Sean Connery def. (7) Genghis Khan

(4) Bruce Willis def. (1) Sandy Cohen

(12) Han Solo def. (8) Samuel L. Jackson



WWW.IMDB.COM

Connery punishes the competition.

Deathcage received over 100 votes this week despite its late start! With only eight contestants left, we are counting on *you* to decide who is the winner! Pay attention to your e-mail on Sunday, and vote for who you think will win each match. Whichever contestants receive the most votes, they will enter into the Deathcage Final Four. Arts & Entertainment is also looking for new ideas for contestants for the Fall '08 semester. If you have any characters, actors, politicians, or other public figures you would like to see enter the Deathcage arena, be sure to include it in Sunday's survey! Thanks for your help and remember to vote this weekend!

Interested in writing for *The Spectator*? Love Arts & Entertainment? If so, e-mail jdmurray with movie, book, or music reviews!

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SHOWTIMES BELOW ARE GOOD THRU THU 5/1

STADIUM SEATING TINA FEY
BABY MAMA
•12:05•2:20-4:35-6:50▲9:05 DTS PG-13

HAROLD & KUMAR ESCAPE FROM GUANTANAMO BAY STADIUM SEATING
•12:40•3:00-5:20-7:40▲10:00 DTS R

HUGH JACKMAN
DECEPTION
•12:25•2:45-5:05-7:25▲9:45 DTS R

JACKIE CHAN JET LI #1 MOVIE!
THE FORBIDDEN KINGDOM
•2:00-4:30-7:00▲9:30 DTS PG-13

FORGETTING SARAH MARSHALL #1 COMEDY!
•2:15-4:45-7:10▲9:35 R

88 MINUTES AL PACINO
•12:30•2:50-5:10-7:30▲9:50 R

NIM'S ISLAND
•12:20•2:30-4:40-6:40 PG

PROM NIGHT
•1:05•3:10-5:15-7:20▲9:25 PG-13

21 4:00▲8:25 PG-13

HORTON HEARS A WHO!
•12:10•2:05-6:30 G

LEATHERHEADS ▲8:40 PG-13

IRON MAN DTS MIDNIGHT SHOW THU 5/1 PG-13
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EVENING ADMISSION W/COLLEGE ID $6.00
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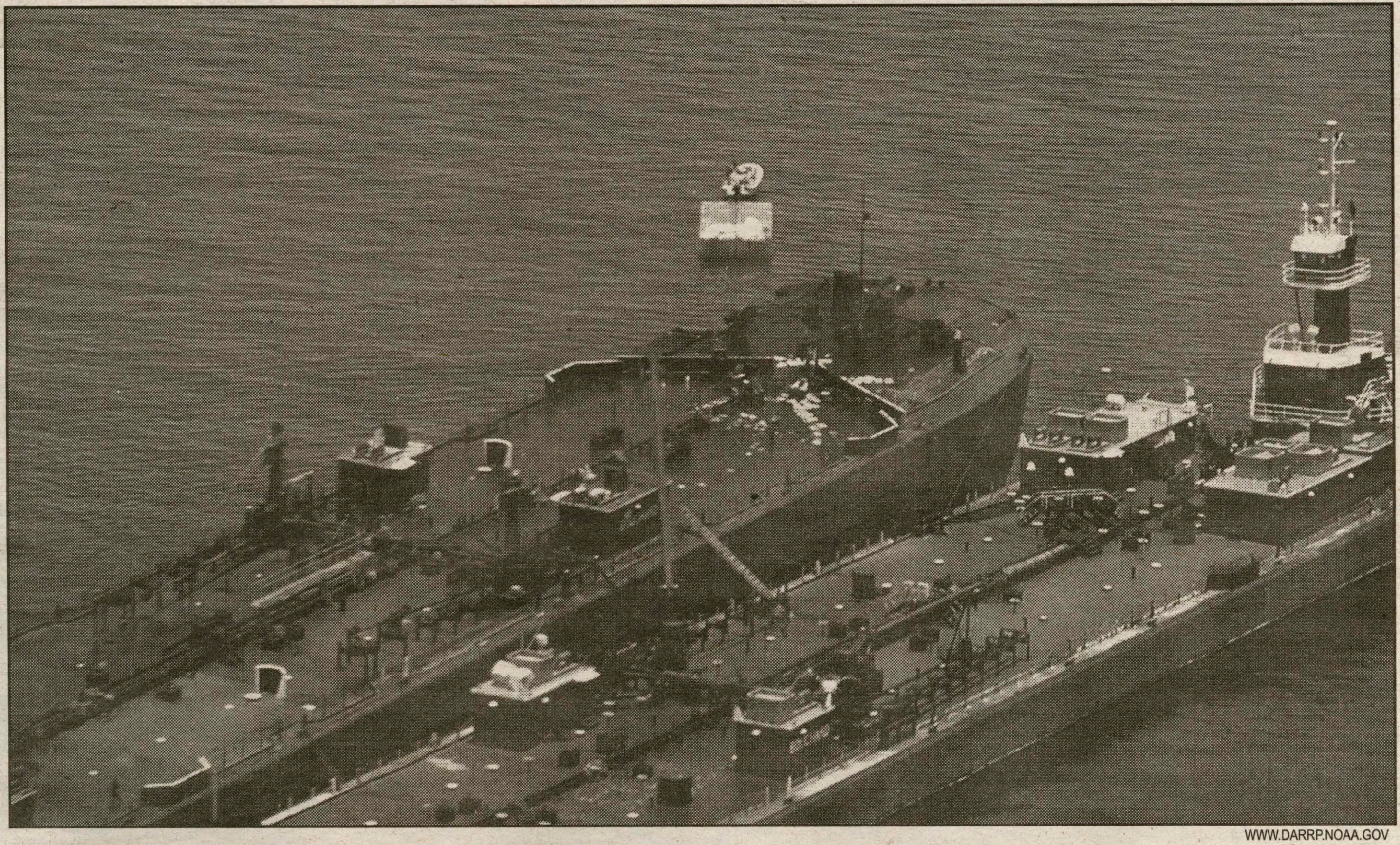
Chevron might pay big for environmental crimes

by Alyssa White '11
Science & Technology Writer



A recent report by geological engineer Richard Cabrera said that Chevron should pay Ecuador between $8 and $16 billion. Although Chevron dismisses the report as invalid, this case could serve as precedent for others.

Indigenous groups in Ecuador are rising up against monster oil company Chevron—and they just might stand a chance.

In 1993, attorneys Pablo Fajardo Mendoza and Luis Yanza sued Chevron for dumping toxic waste into waterways. Although Mendoza and Yanza recently received the Goldman Environmental Prize for their efforts, the case itself was redirected to Ecuador. Since then, the lawsuit has remained in stalemate. Chevron has consistently refused to claim responsibility for the dumping, blaming the pollution on Ecuadorian company Petroecuador. Chevron has also continued to insist that the lawsuit is not backed by reliable scientific information.

But earlier this month, a report by geological engineer Richard Cabrera set the case back in motion. Cabrera's report provides the hard scientific evidence formerly missing from Ecuador's case. Most notably, Cabrera put a price on Chevron's environmental irresponsibility: between $8 billion and $16 billion.

Chevron continues to brush off Ecuador's complaints. "We consider the report null and void because it is the result of irregular processes that do not conform with court orders," said Chevron managing counsel Ricardo Reis Veiga. Veiga claims that by suggesting a sum for Chevron to pay, Cabrera has breached the boundaries of his position. Chevron plans to ask the court to ignore the report as invalid.

Yet experts say otherwise. Cabrera's definitive assessment of Chevron's environmental crimes gives a great deal of weight to Ecuador's case against Chevron. It may well be the factor that swings the balance in Ecuador's favor.

Naturally, the implications if Ecuador wins the case are staggering. Oil companies have long presented a particularly grim example of the damage corporate power can unleash upon both people and the

see Chevron, page 21

This week in science:

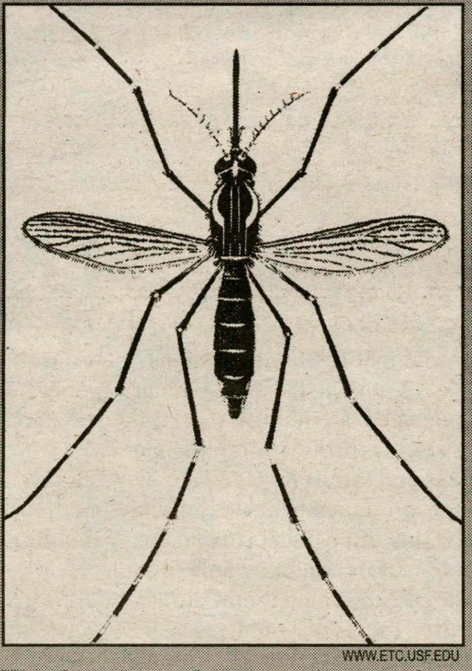
The yellow fever vaccine

by Elijah LaChance '10
Science & Technology Editor

Yellow fever is a devastating viral disease that can cause bleeding from the eyes, nostrils, anus and other mucous membranes. This terrible illness often also causes black-colored, blood-filled vomit and the deterioration of the liver, kidneys, and heart. Yellow bile pigments from the damaged liver color the skin, giving the disease its name. Those who do not survive usually die between four and eight days after they first show symptoms. There is still no known cure for the disease. Before the turn of the 20th century, yellow fever had always been a puzzle because it strikes many people at once as an epidemic, yet it isn't directly contagious from one person to another. Sadly, yellow fever epidemics have been common throughout history.

Although many researchers had been trying to solve the mystery of the yellow fever epidemic throughout the nineteenth century, it was the short Spanish-American War of 1898 that provided the pressure that resulted in a solution. Early in the war, a severe yellow fever epidemic broke out among Cuban peasants and American soldiers stationed in Havana. Yellow fever had

see This, page 21



The female *Aëdes aegypti* mosquito, the primary carrier of yellow fever.

Did You Know That?

Wacky Facts: Creepy Crawlies

by Kate Tummarello '11
Science & Technology Editor

• Termites can't digest wood; the protozoa in their stomach (they eat them when they are younger) are the actual devourers of the wood.

• Slugs have four noses.

• A dragonfly's first six months of life are spent underwater. It then comes out of the water, sheds its outer skin, and starts flying, but if it falls in the water after it has shed its skin, it drowns.

• A leech can drink up to eight times its weight in blood at one sitting.

• If you weighed all the earthworms in the US, they'd be about 55 times heavier than the combined weight of all Americans.

• The male gypsy moth can "smell" the virgin female gypsy moth from 1.8 miles away.

• Some dragonflies can fly at speeds of up to 50 m.ph.

• The average garden variety caterpillar has 248 muscles in its head.

• Cockroaches can survive underwater for up to 15 minutes.

• Since the successful launch of space shuttle Columbia *on mission STS-90, there have been more crickets in space than humans.*

• The average caterpillar has 2000 muscles. The average human has 700.

• After eating, a housefly regurgitates its food and then eats it again.

• Only the female mosquito bites; the male does not.

• Mosquitoes have teeth.

• Female mosquitoes flap their wings nearly 500 times per second.

• If you take one pound of cob webs and spread them out in one straight line, it will go around the earth... twice.

• You are more likely to be killed by a champagne cork than a by a poisonous spider.

• A cockroach will live nine days without its head before it starves to death.

• Butterflies use their feet to taste things.

• Earthworms have five hearts, and can survive indefinitely as long as any three are operating.

• The ant can lift 50 times its own weight and can pull 30 times its own weight.

• Some ribbon worms will eat themselves if they can't find any food.

• The honey bee is the only bee that dies after stinging.

• The flea can jump 350 times its body length; that's like a human jumping the length of about seven football fields.

• The original name for the butterfly was actually the "flutterby."

What's on the web?

METAEFFICIENT
The Optimal Green Guide
WWW.METAEFFICIENT.COM

MetaEfficient.com

by Kate Tummarello '11
Science & Technology Editor

Rating: (out of 5 beakers)

MetaEfficient.com claims to be "The Optimal Green Guide." While their status as the optimal guide can be contested, they certainly have a large number of articles about being efficient.

Just a quick look at the MetaEfficient homepage will tell you that. Currently featured on the homepage are articles related to efficient things like foot pedals to control faucets, the best rechargeable batteries of 2007, and eSolar, a solar thermal power plant company.

The site is divided in two different ways. You can browse either by date or topic. The archive section of the site dates all the way back to May 2004. It's interesting to see how topics of interest have changed in the last four years. The main focus of the May 2004 issue is a "crystal ball" that can be used to remove chlorine from your bathtub. The April 2008 issue focuses almost entirely on alternative energy. If you are looking for an article than can be placed on the spectrum of topics based on time, looking for it by date is probably the best way to go.

However, if you are looking for an article on a very specific topic, it would be best to search for it by category. The categories include everything from dinner ware to urinals to biodiesel. Each category contains articles that would logically be placed under that category. By clicking the bicycles link you can read articles about cargo bikes, electric bikes, and bike sharing programs. If you click the LED link, you can read articles about LEB light bulbs replacing incandescent ones, LED desk lamps, and Ann Arbor, MI, the first U.S. city to be lit with 100 percent LED lights.

> *"Although the site's organization can be confusing and make it difficult to find the article you are looking for... it is bound to be interesting..."*

Aside from the huge selection of categories, MetaEfficient.com offers other things to people looking to make their lives more efficient. On the right side of every page there is a list of recommended books, which currently includes *How to Live Well Without Owning a Car* by Chris Balish and *The Drinking Water Book* by Colin Ingram. There is also a list of blogs that are recommended by the people behind MetaEfficient.com. This list includes blogs like Inhabitat.com and TreeHugger.com.

Another bonus of MetaEfficient.com is that the site is not overrun with ads, and there are very few ads that actually delay the loading of the page. Although the site's organization can be confusing and make it difficult to find the article you are looking for, once you have found your article, or any article for that matter, it is bound to be interesting and hopefully make your life more efficient.

MY MOTHER MADE ME A SCIENTIST WITHOUT EVER INTENDING TO. EVERY OTHER JEWISH MOTHER IN BROOKLYN WOULD ASK HER CHILD AFTER SCHOOL, "SO? DID YOU LEARN ANYTHING TODAY?" BUT NOT MY MOTHER. "IZZY," SHE WOULD SAY, "DID YOU ASK A GOOD QUESTION TODAY?" THAT DIFFERENCE – ASKING GOOD QUESTIONS – MADE ME BECOME A SCIENTIST.

~ISIDOR ISAAC RABI

PROFESSOR PROFILE

Bill Pfitsch, Biology

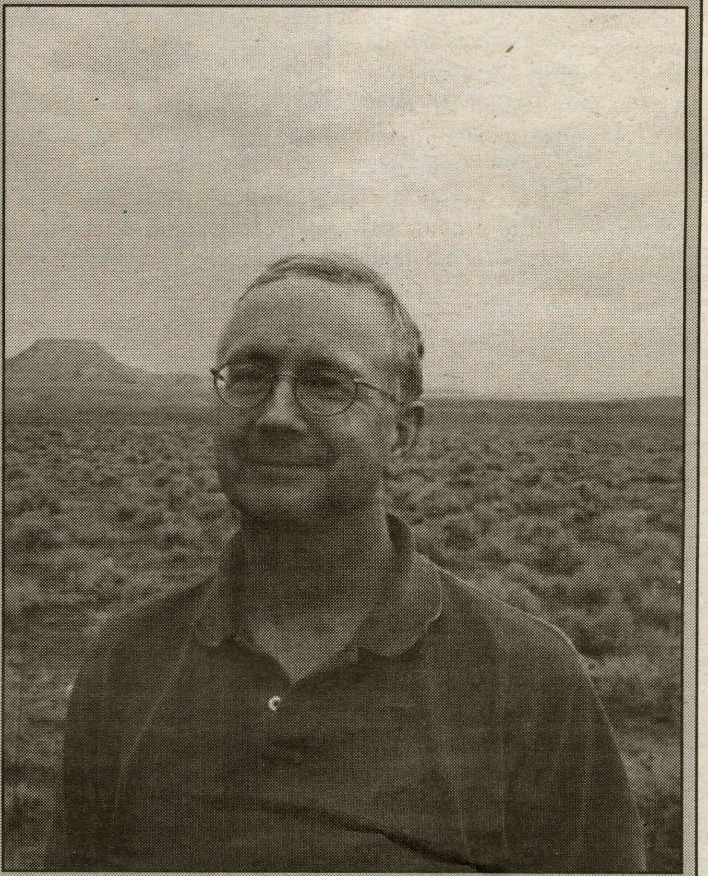


PHOTO COURTESY OF WILLIAM PFITSCH

Elijah LaChance: If you were to describe yourself in three words, what would they be?

Bill Pfitsch: Curious, friendly, shy.

EL: What areas of biology most interest you and why?

BP: I am fascinated by the ways that organisms manage to survve through adverse circumstances. I came to this throug a love for the alpine landscape of the western North America. I got into plants because you can count on them to be where you can find them – blame it on my lousy vision that made it hard for me to develop much of a relationship with mobile creatures.

EL: How did you eventually choose to teach biology for a living?

BP: I come from a family of teachers and it runs deep. So I guess I've always had a teaching streak and biology is what I do. I thought I would be some sort of outdoor educator, but graduate school got me deeper into the science. My favorite educational experiences still take place outdoors.

EL: Why Hamilton?

BP: The Hamilton job description matched my experience and interests perfectly; it was my first (and only) interview and they offered me the job. I grew up in a small liberal arts college environment (Grinnell College) and went to a small liberal arts college (Oberlin College). One of my first journal entries after arriving in Seattle for grad school describes my goal of working in such a place, so I guess I've had that vision at least since then.

EL: Do you have any habits students might notice? If so, what are they?

BP: I'm sure I have lots of habits that students notice. I tend to run off on tangents. I swing my legs when I sit on tables.

EL: What is your favorite band/singer, your favorite ice cream flavor, your favorite book, and your favorite home-cooked meal?

BP: Greg Brown, chocolate, *A River Runs Through It*, I'm cooking some pretty good Thai food these days – spicy chicken, basil, and coconut milk sounds good.

EL: What would you say is your teaching style, and what can students expect who are in your classes?

BP: It depends on the class size. Lately I've had rather large lecture- style classes (Intro Bio, Society and the Environment). I like to present material in ways that students can connect to – conceptual organization is important. I like stories and particularly historical perspectives that provide insight into the kinds of questions that have inspired science and how we came to know what we do. Active student engagement with the material is always a goal – I like breaking large classes into small groups where everyone has a chance to share what they've learned about a topic. Small classes tend to have more of that, naturally.

EL: What was the craziest thing you did in college you wouldn't mind sharing?

BP: I think my college career was rather sedate. I was the "Big Cheese" of the Oberlin Pottery Co-op my senior year which meant that I got to be responsible for running the firings of our oversized wood-burning kiln. These were 24 hour affairs that required lots of involvement by the co-op members stoking the fire, but often it seemed that just a few of us would be around in the early morning for the climax when the kiln would reach its peak temperature and fire would be shooting out of the top of the 15 foot high chimney. Only a few crazies would climb onto the top of the kiln to close off the chimney at that moment to create the reducing atmosphere that would develop the glazes properly. Standing on top of a roaring 2400 °F box made me feel more than a little crazy.

EL: Other than the Science Center, where can students expect to see you on campus?

BP: At the gym and at sporting events. Go, Blue!

EL: What are your current research interests, and how are students working with you on them?

BP: For the past several years I've been collaborating with Ernest Williams on a restoration ecology project in the Rome Sand Plains. I'm trying to figure out how to increase the populations of the common blue lupine, the host plant for a threatened butterfly species. I'm particularly interested in the interactions that the plant has with symbiotic nitrogen-fixing microbes and the role that may play in limiting the plants. We've had many summer research students work with us over the years, and many of my students have done senior projects that made valuable contributions to the research.

EL: What is your fondest memory from your time at Hamilton?

BP: I get the greatest satisfaction from the relationships I have with my seniors – working with them through a year, doing really interesting science.

EL: What are some of your interests outside Hamilton?

BP: Exercise, pottery, nature, good food.

Chevron lawsuit to set precendent

from Chevron, page 19

Their near-boundless financial resources give them huge advantages politically as well as logistically, and they have frequently proved themselves willing to use their power. In the case of the 1989 Exxon Valdez oil spill in Alaska's Prince William Sound, for instance, Exxon has yet to provide sufficient resources to repair the communities surrounding the site of the accident; they're still in court, whittling their damage charges ever smaller. Until recently, 30,000 indigenous Ecuadorians would have stood little chance against a company like Chevron.

Times are changing. It's often said that conceding to the existence of a problem is the first step toward its resolution, and George W. Bush's 2006 statement that "America is addicted to oil" has come as a significant stomp on oil company forces. Instead of merely re-aligning their addiction from foreign oil to domestic oil, many believe that the real solution is to quit oil completely.

Environmental concerns play dramatically into this gradual collapse of the oil empire. For one thing, there's the limited nature of oil resources. Estimates regarding how long oil supplies will last scatter wildly across the board, but whether it's twenty-five years from now or two hundred, the end will come. In response, people seek less exhaustible energy sources.

More notably, awareness of the global warming crisis is expanding quickly. Al Gore's documentary "An Inconvenient Truth," though controversial on many levels, instigated a strong response among American citizens. Burning oil produces carbon emissions, and carbon emissions are rapidly warming Earth's surface. Carbon-neutrality, as well as inexhaustibility, has become a priority when it comes to energy sources.

The result of all this political and environmental wildfire is that energy sources are gaining support, and oil companies are consequently becoming less powerful.

Historically, oil company atrocities and victimization of developing countries abound. Ecuador's lawsuit could fall through and become another example of these disparities. But the fact that an Ecuadorian win is on the table at all provides evidence that this case is part of a new period in history—a period in which social and environmental justice may be able to defeat corporations like Chevron.

"This litigation is terribly important," says law professor Robert Benson. "If Chevron loses the case there, certainly a historic precedent will be set putting oil companies on notice."

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Chevron reported $17.1 billion in profits last year.

This week in science: the end of the yellow fever scourge

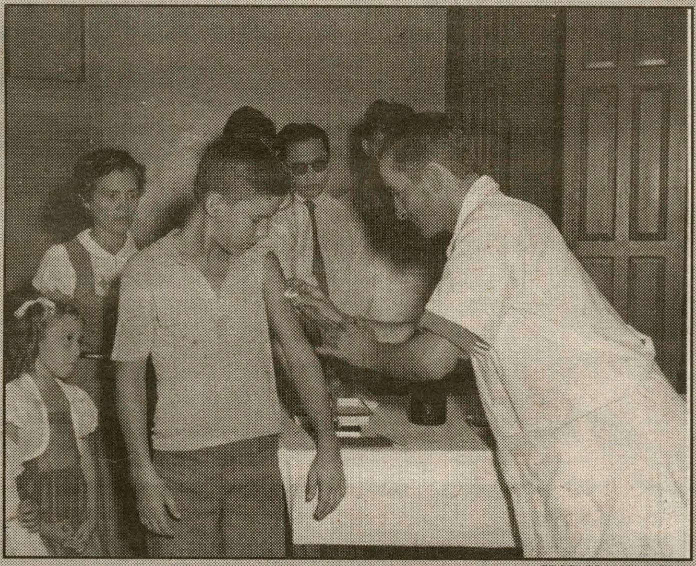
from This, page 19

been such a formidable enemy of U.S troops that it had its own nickname: "Yellow Jack."

The U.S. army was motivated by the war to halt the deadly epidemic. In an effort to find ways to control yellow fever epidemics, the U.S. Surgeon General commissioned a team of researchers, led by army medical scientist Dr. Walter Reed, to go to Cuba and accelerate all efforts to figure out how the disease spread. Dr. Reed had considered many ideas, and began testing them, including the fifty- year-old suggestion of Dr. Carlos Finlay that yellow fever might be spread by insects. Epidemics seemed to move along the course of wind currents, and they would stop when cold stopped mosquitoes from breeding.

Dr. Reed's experiments were bold and dangerous. He had one set of volunteers sleep on the soiled clothes and beds of yellow fever patients in a room screened so that no mosquitoes could get in. None of these people contracted the disease. He had another group of volunteers stay completely away from sick patients, but he let mosquitoes that had been allowed to feast first on people sick with the disease bite these volunteers. This group did get sick. There was no doubt: yellow fever was not directly contagious from one person to another. It was spread by insect bites, specifically the bite of the female *Aëdes aegypti* mosquito.

Although Dr. Reed's discovery had an immediate and powerful effect and rid parts of the world of the fever, a vaccine was still necessary. The search for a vaccine took over thirty years and involved over two thousand scientists and workers. On April 28, 1932, 76 years ago this week, a vaccine for human use was announced. The location of the announcement was Walter Reed Medical Center in Washington, D.C.



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A yellow fever vaccination in Belem, Brazil. Millions of people were afflicted with yellow fever, including Alexander Hamilton. The disease was very often fatal.

SCI & TECH EVENTS CALENDAR

SUNDAY, APR. 27:
Tenth Annual AIDS Hike For Life 5K Fundraising Walk and 5K Fundraising Run
www.AIDSwalkCNY.com
11:30 a.m. Beinecke Student Activities Village

HEAG GREEN WEEK SCHEDULE 2008

MONDAY, APR. 28:
Glen Clean-Up
4:00 - 6:00 p.m. Glen House

TUESDAY, APR. 29:
Film: "Everything's Cool"
8:00 p.m. SCCT G027

WEDNESDAY, APR. 30:
Community Garden Project
4:00 - 6:00 p.m. Community Garden

THURSDAY, MAY 1:
Local Farmers' and Artisans' Market
11:00 a.m. - 2:00 p.m. Martin's Way

FRIDAY, MAY 2:
Spring Cleaning: Concert for Clean Elections and a Clean Environment
5:00 p.m. Glen House Lawn

WHENEVER SCIENCE MAKES A DISCOVERY, THE DEVIL GRABS IT WHILE THE ANGELS ARE DEBATING THE BEST WAY TO USE IT.

~ALAN VALENTINE

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Golf team scores second place

Hopes to close the season with tournament success

by Andrew Harris '11
Sports Writer

With their season already half-finished, the Hamilton Men's Golf Team looked to continue their impressive spring campaign with strong showings at two important tournaments.

On April 13 and 14, the Continentals traveled to Saratoga National Golf Club for the Palamountain Invitational hosted by Skidmore College. Out of the eleven teams in attendance, Hamilton finished in second, behind only Skidmore, who is ranked number fifteen in the country. The team finished ahead of third place, NESCAC foe Williams College by seven strokes, demonstrating the team's solid showing.

Brad Roche '11 led the way, shooting an even-par 72 in the first round, and finished tied for fifth overall with a score of 154. Dave Christie '09 carded a 157 to tie for twelfth, and Jeff Corbett '09 finished eighteenth. Dan Treichler '08 and Phil Preiss '10 carded 161 and 162, respectively.

On April 19 and 20, the squad competed in the SUNY Delhi Bronco Invitation, which was held at Delhi College Golf Course. Hamilton again finished in second place, 18 strokes behind host Delhi. The Continentals finished 6 strokes ahead of Daemen College, 11 in front of Roberts Wesleyan, and were 22 shots better than RPI.

Roche again paced the team, shooting rounds of 75 and 73 to lock up sixth place overall. Treichler also contributed with a 74 and a 77, which left him in eighth place. Christie had Hamilton's best round on Saturday, with a 1-over 73, and finished in a tie for twelfth place. Corbett ended up in a tie for sixteenth, with 158 strokes, Will Kresock '11 was alone in the twentieth position, and Preiss tied for twenty-first. Mike Hayes '08 rounded out the team scoring with a 165, to finish in twenty-fifth.

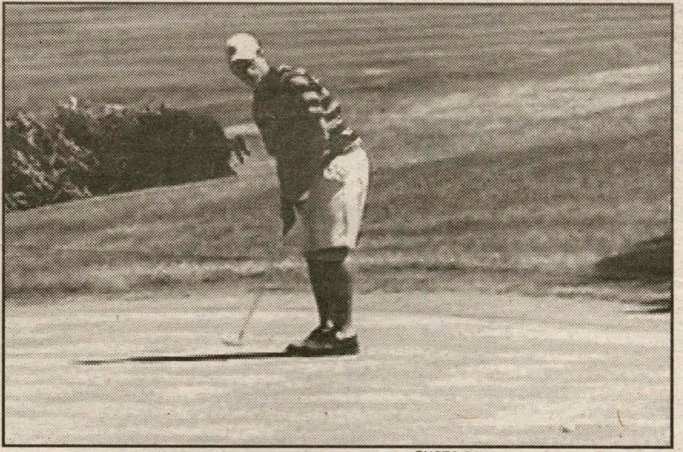

PHOTO COURTESY OF DAN TREICHLER'08

Dan Treichler '08 finished in eighth place last weekend.

With the season coming to a close, Hamilton competes next weekend in the NESCAC Championships, which are hosted at Shuttle Meadow Country Club in Kensington, Connecticut. Since Trinity College won the NESCAC qualifier hosted by Hamilton, they were chosen as the host for the championship tournament.

Hamilton Sailing: wait, we have a sailing team?

by Jacob Murray '09
Arts and Entertainment Editor

This past weekend, the Hamilton College Sailing Team was invited to attend a sailing clinic at the Cedar Point Yacht Club in Westport, Connecticut. Cedar Point is an association known for an intense level of competition in hosting many prestigious regattas. The clinic, which took place from early Saturday, April 19 to noon on Sunday, gave ten Hamilton students exactly what they were looking for: a place to practice racing.

When the students arrived at Cedar Point, they were instructed to get in their dry suits and rig the boats for a day of intense sailing. Hamilton generously paid for the trip in its entirety, and the team used five 420's during the clinic provided by the club. A 420 is a 4.2 meter sailboat designed for two crew members.

Once on the water, crew members on the five boats began a strenuous workout, led by the clinic instructor, Chris Pollak, father of team member Megan Pollak '08. Chris was an All-American sailor during his time at Tufts University and a two-time national champion. His instruction, coupled with beautiful eighty degree weather, allowed the team to gain some valuable experience for future regattas.

The sailors first practiced their starts in order to get a feel for what competition will feel like next fall. Team captains Meg Pollak '08, John Tower '09, and Sarah Bertino '09 were all paired with students who had little or no sailing experience. After an hour and a half of strictly practicing starts, Chris changed gears and decided that it was time to race.

The team repeatedly raced windward and leeward courses and gradually became faster and faster after every race. The wind was measured at ten knots, with gusts to 15, which provided ample wind for everyone while not too much to handle for the newer racers. After a short lunch break the team went back out on the water to practice more downwind starts and races. Sore yet satisfied, the team ended their day with some words of inspiration from Chris and headed home to rest.

PHOTO COURTESY OF MEG POLLACK '08

Team members enjoyed beautiful weather as they practiced.

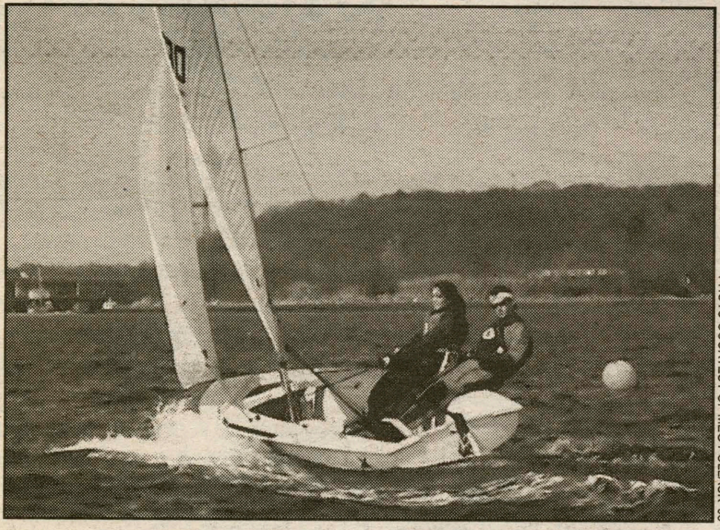

PHOTO COURTESY OF MEG POLLACK '08

Antonia Farzan '11 and Jeremy Young '11 test the waters.

Day two proved to be much different than the day before, with winds up to 25 knots and a temperature of fifty-five degrees. Only two boats were taken out for safety reasons, and the more experienced sailors were allowed to sail with each other. Many of the newer members stayed on the motorboats in order to observe the techniques of their teammates, while also listening to helpful instructions from Chris. The team once again convened in the boathouse to talk about racing strategies and procedures. After thanking many of the club members who helped the Hamilton students, including Chris, the team left with high spirits.

The main reason the Hamilton College Sailing Team decided to attend the clinic at Cedar Point was because they are not provided with boats or a place to practice racing. Since the team's inception, team members have had a very hard time finding places to practice in order to get ready for regattas. The team has gone mostly unnoticed over the past couple of years due to lack of advertisement, as well as being overshadowed by more popular sports such as lacrosse and baseball.

This year, however, the sailing team is looking to get back on their feet and enter some competitive races next fall. With four freshmen attending the clinic last weekend, the team is poised to expand over the next few years. In addition, the sailing team has been in contact with experienced junior and senior sailors in high school who are interested in sailing for Hamilton. A few high school students even met with some members of the team during the Accepted Students Open House to talk about sailing in the future. The next goal for the team, besides attending more clinics, is to participate in joint practices with Colgate.

Above all, the sailing team wants both students and alumni to realize that they are serious about the future of their program. The Hamilton College Sailing Team intends on continuing its participation in regattas and hopes to gain a larger status amongst both the Hamilton campus and the growing intercollegiate racing community. If you have any interest in joining the sailing team, e-mail mpollak, jtower, or sbertino for more information.

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SPECTATOR SPORTS

April 18, 2008

Hamilton Rugby Exiles host National Championship

by Erin Hoener '10
Managing Editor

Hamilton College Men's Rugby Football Club had a historic outing this past fall, remaining undefeated while outscoring their opponents 402-10. The Exiles's defense kept their opponents from scoring a try, which is the rugby equivalent to a touchdown, until their tenth and final game against William Patterson in the Regional Championship. The Exiles went on to defeat William Patterson 29-7 to clinch a bid to Nationals.

Each year, participating schools apply to host the National tournament. This year Hamilton's application to host nationals was accepted due to the hard work of Exiles coach Bradley Jones and Campus Wellness Director Dave Thompson, and because of enthusiastic support from Hamilton administration and the New York State Rugby Union.

Although they have not enjoyed the same amount of success this spring, the Exiles' tough schedule has worked to prepare the team for the challenge ahead. While the fall season is a more of an "official season," as the team participates in the New York State Rugby Union and plays in weekly games, the spring rugby season focuses on participation in tournaments and the development of the team's younger players.

Over spring break, the Exiles traveled to Argentina, where they took advantage of the beautiful weather and rugby competition. Former captain, Jon Milgrom '08 spearheaded the organization of the trip for 18 Hamilton players and their coaches. In Buenos Aires and Mar del Plata, the Exiles took on the under-24 select side of the Argentinean Navel team and the two-year reigning National Champion under-19 squad. Although the Exiles did not stand up to either of these squads, they gained invaluable experience.

Because rugby players in Argentina start playing at a very young age – as early as 5 or 6 – there is a greater focus on the fundamentals and development of game intuition. Captain Deacon Lile '09 credits the Argentinean's "cohesiveness on offense and fluidity with which they moved the ball" with "drastically improving our understanding of the game." Lile also acknowledged the school for allowing the team to partake in such a beneficial opportunity: "The fact that Hamilton allowed us to travel as a club sport speaks volumes about this administration's commitment to the club's continued success." The hard work and determination of the Exiles have brought legitimacy to the HC-MRFC, not only in the eyes of the students and staff on the Hill, but the greater rugby community.

Returning to the Hill, the team faced off against three local squads. The Exiles pulled out a 24-21 victory over Lafayette, but were not so fortunate against division 1 teams Syracuse and Cortland. The Exiles then headed up to Fort Drum for the "Blue Balls Tournament" where they reestablished their dominance of division III rugby. The Exiles defeated SUNY Binghamton 22-0, SUNY Genesseo 22-19 and Cortland's B-side 27-0. These victories secured Hamilton first place in their bracket.

Development has been an integral aspect of the spring season for the Exiles, as the starting line-up for Nationals will be lacking six starters and two reliable substitutes from the fall. Due to previous illnesses and injuries, Nationals will mark the first occasion in which the starting squad will play together as a unit. "We certainly miss everyone who isn't here," commented Lile, "but we have the utmost confidence in the guys who have stepped in."

Co-captain Colden Prime '10 echoed Lile's sentiments that although the make-up is different, "We are the same basic team, people who love to have fun, but also have the drive to challenge ourselves mentally and physically. Our knowledge of the game continues to increase, making us better and better players." Time and again, if you ask any HCMRFC member what makes their team special, you hear the same answer: "my teammates." "When we get on the field, we no longer operate as 15 individuals. We operate as one unit," explained Milgrom. "It sounds strange but I can honestly feel the power of my teammates moving with me in unison. It is the greatest rush I have ever experienced. I could not have scripted a better way to finish my senior year. I will be going to battle two last times with my best friends in front of my best friends with a national championship on the line."

This weekend, Hamilton will host Plymouth State, Furman University and Widener University. Hamilton will kick off the tournament against Plymouth State, Saturday morning at 11a.m., while Furman will take on Widener at 1p.m. The losers of each game on Saturday will play at 11a.m. on Sunday to determine third place. The winners will face-off at 1p.m. to determine the Small College Rugby Organization's National Champion.

The Exiles encourage all members of the Hamilton community to head out to Minor field this weekend. "I cannot overstate the importance of fans at our games." Explained Milgrom, "hearing the crowd's cheers pumps us up and allows us to bring our game to the next level. This is certainly the biggest day in Hamilton rugby history and perhaps the biggest day in Hamilton athletics history. I hope the student body comes out in full force to support us."

The Exiles display perfect form as they remove the ball from a maul in their victory over William Patterson in Regional Championship.